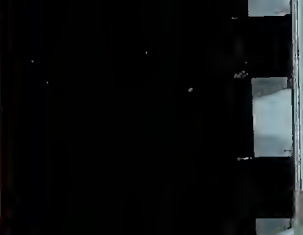




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MASS. ED1.2: C38/998/HUGHES

THE FINAL APPLICATION FOR A PUBLIC SCHOOL
CHARTER 1997-1998
FOR:

GOVERNMENT DOCUMENTS
COLLECTION

OCT 28 1998

University of Massachusetts
Derogatory Copy

THE ROBERT M. HUGHES

CHARTER SCHOOL

SUBMITTED TO: JANUARY 5, 1998
MASSACHUSETTS DEPARTMENT OF
EDUCATION
ATTENTION: DR. ROBERT V. ANTONUCCI,
COMMISSIONER OF EDUCATION

ONE ASHBURTON PLACE, ROOM 1404
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SUBMITTED BY: ROBERT M. HUGHES CHARTER SCHOOL
FOUNDING COALITION
622 STATE STREET
SPRINGFIELD, MA 01109
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FINAL APPLICATION FOR
THE ROBERT M. HUGHES CHARACTER SCHOOL

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I. Applicant Information Sheet

(This sheet must be attached to the prospectus and final application.)

This application is for a (check one):

~~xxxx~~ ☒ Commonwealth Charter ☐ Horace Mann Charter

(Please Type)

Name of Proposed Charter School Robert M. Hughes Charter School

School Address (if known) _____

School Location (City/Town) Springfield, Ma. 01109

Name of Group Applying for the Charter Robert M. Hughes Charter School-Founding Coalition

Contact Person Dr. C. Khandi BOurne

Address 622 State Street

City Springfield State MA. Zip 01109

Daytime Tel: (413) 733-2238 Fax: (413) 737-5446

E-mail: KhandiB @ aol.com

The proposed school will open in the fall of school year: ☒ 1998-99 ☐ 1999-00

School Year	Grade Levels	Total Student Enrollment
First Year	K-5	120
Second Year	K-6	140
Third Year	K-7	160
Fourth Year	K-8	180
Fifth Year	K-8	180

Will this school be a Regional Charter School? ☐ Yes ☒ No

School Districts from which students are expected to come (use additional sheets if necessary):

Springfield _____

III. Commonwealth Charter School Certification Statement

Proposed Charter School Name The Robert M. Hughes Charter School

Proposed School Location (City/Town) Springfield

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further, I understand that, if awarded a charter, the proposed school shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person *Norma Baker* Date 01/03/98
Founding Coalition Member

Print/Type Name Ms. Norma Baker, Founding Coalition Member



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ABSTRACT

MISSION:

The mission of the Robert M. Hughes (RMH) Charter School is to provide an academically challenging, culturally sensitive education to African American and other underserved children (K-8), helping them to increase academic performance and social functioning. RMH Charter School will imbue students with a fundamental knowledge and appreciation of their intellectual capabilities and cultural heritage, and develop the skills needed for lifelong independent learning. Using a pedagogy that combines the building of confidence through skills development and achievement with cultural awareness, knowledge of self, devotion to community, character development and social responsibility, the RMH Charter School will 1)set high standards of achievement and accountability for students, teachers and administrators, by providing clear description of roles, responsibilities and adherence to expected outcomes; 2)expect and encourage the active participation of parents/guardians, significant others, and community stakeholders through participatory management practices, recognition of efforts, incentives and rewards; 3)establish and maintain a continuous quality improvement process through constant self-reflection and systematic assessment.

While designed to address the needs of African American and other underserved youth in Springfield, our goal is for all children to benefit from our efforts. Furthermore, our mission is to be able to share what works and what does not, with our colleagues in public education. The RMH Charter School envisions its future role as a model worthy of replication by Springfield and other public school systems.

EDUCATIONAL PHILOSOPHY:

The RMH Charter School's education program is based on the Commonwealth's Common Core of Learning curriculum framework; and enhanced by the Marva Collins educational philosophy and teaching methodology. The philosophical underpinning of the Collins' educational program is cultural- and resiliency-based. A resiliency approach is developmental and focuses on strengths, educational excellence and high expectations of students, teachers, and administrators.

The foundation underlying the Collins education method is that "children can learn if teachers will just teach".

"I believe like Pygmalion, I have the ability to sculpt my students into what I would like them to be." "What a glorious and wonderful challenge! When I see the hesitant, problem student enter our school declaring to all: "Teach me if you dare, "I think to myself-"Child, what joy awaits you!" This student does not become a problem, but a challenge. My challenge is to show this child that his days of darkness, failure, and lowered self-esteem are now over. It now becomes my chance to show this child that somewhere there is someone who cared enough to keep polishing until a luster came shining through"...MARVA COLLINS

KEY GOALS AND EXPECTED OUTCOMES:

The development of a soundly managed, professionally administered and governed K-8 school, that holds staff accountable for teaching and students responsible for learning, is our most important organizational goal. A 15 member founding coalition/Board of Trustees, brings administrative, organizational, program development, legal, financial, accountancy, educational, teaching, fiscal management and other needed skills and experience to the organization. We expect to create and sustain a school which is characterized by visible, pro-active, on-going monitoring and oversight of our school's educational programs, human resources and fiscal management practices.

Our most important educational goal is creating lifelong learners through developing basic skills, critical thinking and positive values. Expected outcomes are performance of our students up to and beyond national standards; students are prepared for high school, higher education, careers and conversant with state of the art technology.

PROGRAM NARRATIVE

◆ *What is the purpose of this school?*

The mission of the Robert M. Hughes (RMH) Charter School is to provide an academically challenging, culturally sensitive education to African American and other underserved children (K-8), helping them to increase academic performance and social functioning. RMH Charter School will imbue students with a fundamental knowledge and appreciation of their intellectual capabilities and cultural heritage, and develop the skills needed for lifelong independent learning. Using a pedagogy that combines the building of confidence through skills development and achievement with cultural awareness, knowledge of self, devotion to community, character development and social responsibility, the RMH Charter School will set high standards of achievement and accountability for students, teachers and administrators, by providing clear description of roles, responsibilities and adherence to expected outcomes; expect and encourage the active participation of parents/guardians, significant others, and community stakeholders through participatory management practices, recognition of efforts, incentives and rewards; establish and maintain a continuous quality improvement process through constant self-reflection and systematic assessment.

While designed to address the needs of African American and other underserved youth in Springfield, our goal is for all children to benefit from our efforts. Furthermore, our mission is to be able to share what works and what does not, with our colleagues in public education. The RMH Charter School envisions its future role as a model worthy of replication by Springfield and other urban public school systems.

STATEMENT OF NEED:

◆ *Why is this kind of school needed in this community?*

The RMH Charter School is needed to counter widespread problems that currently exist with the education of African American and other inner city youth in Springfield. Many children in the Springfield public school system are under served by that system, resulting in the kind of learning, test score and graduation rates one would expect from a system which has become inadequate to meet the needs of the majority of its students.

Since education performance of children has been linked closely to poverty rates, there are reasons why African American and other inner city children in Springfield are not currently reaching their potential. The City of Springfield has the 40th highest rate of poverty of all U.S. cities, ahead of Boston, Los Angeles, Dallas, New York City, and Washington, D.C. One of every three children in Springfield lives in poverty. More than three-quarters (75.3%) of the approximately 25,000 students enrolled in the public schools are classified as low-income according to their eligibility for free or reduced-price lunches.

Data released by the Springfield School Department in 1996 revealed that of its three major high schools, Putnam High School had a 41% graduation rate, the High School of Commerce graduated 48% of its students and Central High School, known for its college preparation, had a 65% graduation rate. These shocking statistics compare abysmally with the City's urban and suburban neighbors - a 67% graduation rate at Holyoke High School (with a majority of African American and Hispanic students, similar to Springfield), an 87% graduation rate at Chicopee High School, and a 94% graduation rate at Longmeadow High School. In other words, the highest graduation rate in Springfield was lower than the lowest graduation rate of any high school in the greater Springfield area.

In the Springfield public school system, only two Black men teach grades K-8! In a school system in which 74% of its students are Black and Hispanic, 80% of its teachers are white. Furthermore, while many of these teachers are well intended, they are not conversant with the conditions and obstacles that many of their students face. They often have low expectations of African American children, are quick to stereotype them as "dumb", and label them as special education students. They are often out of touch with the language, culture, interests and needs of our children.

Our children need RMH Charter School, a school in which teachers love, are committed to and have high expectations of them. This translates into a teaching cadre that will be natural role models; teachers who go

beyond the daily call; teachers who are present in their students' homes because they are not afraid of their students' neighborhoods and know their families; teachers who have high expectations of themselves and their students, set high standards and hold them to those standards.

The inspiration for this school came from deeply concerned members of Springfield's African American community who refuse to accept the current reality of educational and social development failure among our youth. Founded on the principle that we share a unique history, experience and culture in America, our school will provide effective and supportive teachers using the Marva Collins educational philosophy. This philosophy demands excellence, respect and love of our children and holds teachers accountable for teaching.

◆ ***Why is a charter necessary in order for the program to exist or succeed?***

Education for our children needs to be systemically overhauled. What is taught and who teaches our children are so critical in the education and social development of our children that a charter is necessary in order to institute a new educational approach. This approach includes an appropriate curriculum, the use of state of the art technology and utilizing teachers who have high expectations of our children. In addition, by virtue of its charter, the RMH Charter School will gain the opportunity to instill values, hold teachers accountable for their performance, and truly become an educational laboratory in the implementation of our evolving model.

Charter school education is designed to respond to current problems and challenges by providing opportunities to address them through eliminating bureaucracy and fostering individuality. A charter school provides flexibility, and recognizes and affirms the need for new pedagogy in the dynamic, diverse communities, in which we live and learn. The RMH Charter School will complement and further the state's aim to reform public education by allowing an opportunity to foster innovation outside of the traditional public school. Educators will benefit from training provided by the Collins Training Institute, a supportive Board and Administrative Staff, the flexibility of having small teacher:student ratios, the opportunity to provide cultural-based curriculum designs, attend to learning style differences, and provide appropriate instructional deliveries.

◆ ***What evidence exists that there is a sufficient demand for the educational program you are proposing?***

“Children today do not know what continent they live on and cannot name the five Great Lakes because we gave them more and more pictures in their textbooks and less text,” says Ms. Collins. “In other words, we have been labeled educationally ‘A Nation at Risk’ with 23 million illiterates and 35 million functional illiterates, and two million illiterates added to this dismal figure each year.”

The Springfield school system, the second largest in New England, enrolls about 24,000 students. Most of these students and their families are frustrated by a public education system in which the majority of children are not succeeding. Data released by the Springfield School Department in 1996 revealed that of its three major high schools, Putnam High School had a 41% graduation rate, the High School of Commerce graduated 48% of its students and Central High School, known for its college preparation, had a 65% graduation rate.

Our founding coalition members are invested in the Springfield community through our work, our families and our lives in the community. The idea for this charter school, incorporating the Marva Collins teaching delivery method, was initially proposed by several parents involved with Northern Educational Services, Inc. (NES). Soon other parents, who heard about our efforts offered words of encouragement and extended offers of help in any way they could to establish this school. The demand based on the number of inquiries and requests, far exceeds the limited enrollment that the RMH Charter School can provide in the community.

There is extensive support throughout the community for the establishment of the RMH Charter School. The range of letters of support from various segments of our community is further evidence of the demand for this school. Letters of support received thus far are located in the Appendices. These letters come from university heads, community leaders, parents, and others, providing evidence of broad-based community support. The RMH Charter School is a welcome alternative educational choice to what currently exists in Springfield. City of Springfield-Mayor Michael J. Albano, the president of Springfield College, Dr. Randolph Bromery, among others, have offered support for the establishment of the RMH Charter School.

EDUCATIONAL PROGRAM

◆ *What will be the school's educational approach?*

The RMH Charter School approaches the education of its children through the Marva Collins pedagogy. Marva Collins has pioneered education in Chicago and throughout the United States, garnering an international reputation for the effectiveness of her methods. A native of Alabama and a graduate of an historically Black college, Marva Collins became frustrated as a teacher in Chicago where students were not excelling in their learning or social development in public schools, and where the curriculum and teachers did not fit the needs of a mostly African American population. In 1973, after 14 years of teaching, she started a school in her home, instilling in her students, the joy of learning and the miracle of life and ideas. She transformed her students, mostly inner-city African American children, into learners and scholars whose reading, writing and learning skills became lifelong learning tools. The consistently high performance of her elementary school students when they reached high school and college, led her to start a teacher training institute in which over 30,000 teachers have been trained in the use of her methodology and classroom techniques. Believing that teachers who move can catch mistakes as they are made, and can deter disciplinary problems, there are no teacher's desks or chairs in any classroom in her schools. Before school starts each year, teachers, administrators, janitors and anyone else associated with RMH will write a mission statement. The statement says what the person will achieve and remains a constant reminder throughout the year.

The core of this educational approach is **what** matters most is **what** is taught and **who** teaches it. Each student learns from a teacher: "I am not going to let you fail." Teachers must demonstrate that they love children, help students to believe in themselves, and build their reading, thinking and writing skills, utilizing methods that develop self esteem and confidence. Essential to our educational approach is an emphasis on intensive phonics to build reading, and the use of the classics and other reading materials that develop character and promote positive values. An emphasis on critical and analytical thinking, reading, writing, and debate, build the confidence and self-image needed for children to love learning and see themselves as scholars, thinkers and decision makers.

The RMH Charter School approach to education is to turn on the light in each young mind by priming that mind with thinking and learning skills taught by interactive role models who will utilize poetry and prose, history and culture, art and music, experience and story telling, community life and problem solving, to develop skills in the children whose lives they have a full commitment and high expectations. Our approach also includes successful strategies that engage parents as teachers at home, in which "homework" becomes "lifework" and lifelong learning. Children see themselves as geniuses with great potential. This demands that parents read in front of their children, and read something to them everyday.

◆ *What will be the major sources for the school's curriculum?*

The Massachusetts Curriculum Frameworks in English Language Arts, Social Studies, World Languages, Mathematics, Science and Technology will be integrated with curriculum materials from the Marva Collins Training Institute which includes: a Fine Arts curriculum where students develop an appreciation and familiarity with music, art and drama. Materials from the University of Massachusetts School of Education and other sources are currently being explored.

What educational theory, school design, or teaching methodology will be the foundation of the educational program?

The Marva Collins Training Methodology is the foundation of our educational program and includes:

1. Our children will believe in themselves. At RMH Charter School, helping our children to believe in themselves by hiring teachers who genuinely love and respect our children is an integral part of our pedagogy, classroom dynamic and academic model. Many African American children, by the time they reach the second or third grade, have had their confidence destroyed by public school teachers who often do not believe fully in their worth, do not understand, and often stereotype our children.
2. Our students will be "primed" with basic skills. An inter-disciplinary teaching methodology enabling our students to think and read critically and analytically, question statements of fact and opinion, write expository as well as creatively, debate issues and understand advanced vocabulary and concepts. This also

includes the development of time management and organizational skills supplemented by the use of state of the art technology once basic skills are mastered.

3. Children at all age and grade levels will learn to read well by immersion in intensive phonics. This reverses a trend to increasingly present learning materials through visual but non-reading techniques. This method has an excellent track record of breaking through diagnosed learning disabilities, and success with children who are reading below grade level. We believe all children should be reading intensively from kindergarten onward and our education program provides on-going, non-stop intensive reading, writing, and recitation supported by inter-active classroom discussions on the concepts, ideas, characters, plots, values, styles and tone which come up from reading selections and student writing. We also believe that reading and writing are best taught by utilizing materials which stimulate creative thinking and instills positive values in children.
4. We will ensure that our children view themselves as scholars, future scientists, mathematicians, engineers, writers, teachers, lawyers, doctors, managers, administrators and entrepreneurs. Too many of our children eventually equate books, scholarship, studying, indeed, even staying in school and graduating as "acting White" or "not being Black enough." At the RMH Charter School, strong, positive, well educated, well prepared, experienced, computer literate teachers who represent the full spectrum of society, including Black males, will lead classrooms as teachers, mentors and role models to ensure that our children's identity is not shaped by the poverty of limitations but by the wealth of positive role modeling.
5. Utilizing the classics and "teaching moments", values and character will be instilled in our children through the learning process. These include: learning the principles and values of honesty and integrity, love for family, friends, community and humanity; self-respect and respect for others; self-knowledge and knowledge of others; unity; self-determination; faith in oneself; in the universality of life; faith in goodness; the power of love; the ethics and values of hard work; the ethics and values of lifelong learning, humility, altruism, social awareness, leadership and perseverance.
6. Effectiveness of teachers, and a curriculum, in which all of our students are held to high academic standards, will be the engine, which powers the RMH Charter School. We believe that all children can learn if only teachers would teach.

◆ ***How will student performance be assessed?***

RMH Charter School will utilize standardized tests and other criteria to assess student performance. We will administer the same tests, as those required by the State and the district public schools. The MCAS and the Iowa test will be administered semi-annually to assess our student's performance and progress, provide a tool for assessing student's strengths and weaknesses and re-evaluate the student's ILP. In addition to state and national standardized tests, we will develop internal rubrics that will measure particular socio-behavioral development and other indicators unique to our student population. Frequent quizzes and exams, as well as teacher and parent assessments of students' progress, will be ongoing. Students will also self-evaluate their own work and progress, a process which engages the student in his or her own self-development.

Our evaluation team, composed of Board Members, teachers, parents, administrators and educators will design and implement an accountability plan including the preparation of weekly student assessment reports. This process will help further develop school-wide standards for reviewing and evaluating student work, projects, papers, activities and tests in the belief that teachers will find the setting of standards useful in their assessments and lesson planning.

We are currently discussing developing an on-line process for teacher lesson plans, daily assessments and a weekly assessment report to be compiled and reviewed daily and weekly by our Education Director. We are impressed with the on-line lesson plan/student evaluation system developed at the Academy of the Pacific Rim Charter School in Boston, and plan to study their system as a point of reference as the RMH Charter School system evolves.

In addition, we feel strongly that student success will be enhanced by parent participation. As part of our initial interview with parents of student candidates, we will seek the support of parents and guardians in becoming team members with teachers in participating with a student's lifework/homework, as well as assisting with the assessment of student progress, academically and socially.

◆ ***How will students with special needs and those who cannot speak English proficiently be served in accordance with state and federal law?***

An individualized learning plan for each student will be developed, and past school and other relevant records and documents will be utilized to assess each individual plan. Students with Chapter 766 evaluations and plans will have those plans reviewed by our trained staff and we will discuss with parents, guardians and others whether the current plan has been effective or should be changed. Many students in the population we will be serving are often inappropriately labeled "special needs", "special ed", or "learning disabled", when in fact their confidence and hence, their learning has been stunted by being intimidated or degraded in their previous school environment. Moreover, their learning potential was never reached because the positive, confidence building, skills building approaches inherent within our school design were lacking in the child's development and previous school experience.

We will have available either a trained, certified special needs teacher on staff or an outside, certified special needs consultant (that decision is currently under discussion). Our teachers and staff will be trained to identify indicators that can be corrected, which when unidentified and uncorrected, often result in students being labeled "special needs" or "learning disabled." We will assess each student and develop an individual learning plan to meet educational, social and developmental needs.

The RMH Charter School will provide a culturally appropriate English as a Second Language (ESL) program. We will ensure that our limited English proficient students progress toward becoming fully fluent, literate and competent in English and their native language. At the RMH Charter School (and consistent with the Marva Collins Education Approach), limited English proficient students will be supported according to individual needs and in compliance with the Massachusetts Board of Education's public school regulations. In the event, we are serving a limited enrollment of students of the same language group with ESL needs, we will explore working with other public schools to combine and access needed services.

◆ ***Structure of School Day / Schedule:***

Our annual days of operation will coincide with those of the Springfield School Department. The primary reason for this is due to parents' requests. Parents involved with our Founding Coalition and others' surveyed, expressed experiencing or anticipating experiencing difficulties with transportation and childcare if an alternative schedule were adopted, especially if they may have more than one child in public schools.

The RMH Charter School will offer an extended day in the morning from 7:00AM to 8:30AM and afternoon hours from 3:15PM to 6:00 PM. Our school will also be available to the community and our students and families during evening hours for community and school-related activities.

ACCOUNTABILITY

◆ ***How will the school define, measure and demonstrate success?***

The RMH Charter School will establish a formal performance audit. The performance audit entitled: The RMH Charter School will annually conduct a self-study with the assistance of an outside consultant. This consultant will be determined through a bidding process and will be responsible for providing a formal review document which will guide the audit process and include explicit objective criteria by which performance will be reviewed in six organizational areas: 1. Administration, 2. Fiscal, 3. Instructional, 4. Faculty Development 5. Facility, and 6. Governance.

Student success will be measured in terms of performance, competencies, effort, hard work, social development, social awareness, love of learning, devotion to developing lifetime learning skills at home and school, commitment to community, social responsibility, student creativity, participation in school activities.

Student success will be demonstrated through attaining intended progress in skills and performance as measured by initial education levels in comparison to educational goals determined in the ILP. Student success will also be measured in the student's demonstrated love of learning, demonstrated information technology skills, increased literacy, analytical, comparative, writing, verbal presentation, quantitative, science and creative skills. increased

test scores that put students at least on par with their city, state and national counterparts will also be used as an indicator.

Teacher success will be measured in their abilities to assess student levels; develop and implement lesson plans; develop and follow curricula; motivate student learning; teach and cultivate learning skills, demonstrate computer literacy; and enable students through their teaching and mentoring to reach designated learning levels as demonstrated through test scores, writings, projects and other measurements. Teacher success will be measured in their ability to increase the skills and academic performance of their students sufficiently to satisfy the educational goals set by the school for each student and grade level. Effective instructional delivery, increasing student/learner outcomes, active participation in school and student activities, attention to student evaluations, participation in student social development needs and working relationships with student families and parents demonstrate successful teacher roles.

School success will be measured in terms of the school's viability as an organization, its overall education program, the safety and stimulation of its physical facility, the health and wellness of its students, its administrative procedures, fiscal management, fund-raising success and governance. School success will be measured by its ability to evaluate its progress and status in the various components of the organization and in its ability to oversee, monitor, evaluate and be accountable to its mission and charter through its governing Board of Trustees. School success will be demonstrated through staff leadership and the ability of its Board of Trustees to contribute and understand the status of the educational program, student and teacher successes or lack thereof, its administrative and fiscal management and to support what is working and change what is not.

In addition, school success will be demonstrated by a pro-active governing board of trustees which takes responsibility for raising funds and developing resources for the school; a board of trustees which is fully conversant with the schools education program and has the capacity and takes the time, on an ongoing basis, to evaluate the education program in terms established by student and teacher success criteria; a governing board whose members can and do oversee the financial and fiscal operations of the organization; a governing board which ensures that the school's public image and reputation are of the highest order and actively involves itself in the replication of its various components. School success will be demonstrated by parent satisfaction, the eagerness of future enrollments, by the cleanliness of the facility and by the scholarship, character and reputation of its staff and students.

◆ *List up to 5 clear and measurable student or school performance objectives and include how the school's progress will be measured relative to each of these objectives.*

Definition	Measurement	Demonstration
1. Student application of critical, analytical, and comparative thinking, comprehension and referencing of ideas and concepts contextually..	<ul style="list-style-type: none"> *peer and teacher evaluations *an individual learning plan based on an assessment of learning and social development needs. *weekly student assessments *Student writings *student projects and activities; *Group projects *Standardized tests and quizzes *Self-evaluations and portfolios; *Report cards and parent evaluations 	<ul style="list-style-type: none"> *Results of evaluations assessing ability of student to access and synthesize information and concepts *Weekly student assessments by teachers indicating that 100% of students show improvement or maintenance of academic skills attainment; Each student will do one major science project per year commensurate with his/her skill level that will demonstrate their creative, critical and analytical thinking and comprehension skills.
2. Student self-confidence and self-esteem, social responsibility, community pride and involvement, self-respect and respect for others, personal accountability, support of peers, group identity	<ul style="list-style-type: none"> *Subjective and objective, formal and informal assessments and evaluations of students conducted by teachers, parents, administrators, peers and students themselves; *Participation in community projects and events; *Oral Presentations; *Assessment of classroom, school and home behavior 	<ul style="list-style-type: none"> *Weekly student assessments by teachers indicating 100% of students showing improvement or maintenance of social skills attainment; *All students practice positive behaviors, and care and respect for others in the classroom, home and community environments as reported by teachers, parents, peers, etc.; *Suspension rate of students will be less than 1% per year *Each classroom initiates at least one community service project per year.

3. Teachers satisfaction	<ul style="list-style-type: none"> *Annual evaluations revealing level of teacher satisfaction *Professional Development opportunities * Human resources policies Frequent meetings with Director, Education Director and staff Retention/turnover rates 	<ul style="list-style-type: none"> *On the annual evaluations, 100% of teachers will rate above average in the areas reflecting their feelings of being supported and well-trained; *Education Director will document that 100% of teachers have had formal weekly supervision meetings throughout the school year; *RMH will show a teacher retention rate of 100%. *All teachers will give their input in the formation of human resource policies and will have access to the Board of Directors to report concerns or infringements.
4. Effective Parent Participation	<ul style="list-style-type: none"> *Parents participate n in daily, lifelong learning/ homework *Parent-Teacher teams work together to strategize and evaluate student learning, achievement . *Parents participate in student and teacher evaluations Parents serve as literary role models at home by reading (or becoming involved in literacy programs and activities) with and to their children. 	<ul style="list-style-type: none"> *Each parent/ guardian's participation in a process to garner their full support and commitment to the parent role in a child's education. *Parent contracts and actual record of participation in school generated activities .(including sign-off on homework) *Aggregate annual report on parent involvement to be provided to parents, Board of Trustees & community for full evaluation and reflection;
5. Sound fiscal management	<ul style="list-style-type: none"> *Annual projected budget; *Annual external audit *Monthly and quarterly financial statements; *Weekly cash flow analysis from the fiscal office to the Administrative Director. 	<ul style="list-style-type: none"> *The development and adherence to strong written internal control protocols; *Revenues and expenditures in line with projected budget; *Excess of revenues over expenditures *Documented positive cash flow; *Certified annual audit with no adverse opinions. *Growth in revenue, assets, *in-kind support

◆ ***How will the school ensure that it meets its goals?***

To ensure that the school's goals are achieved, a quality assurance committee comprised of representatives of the Board of Trustees, students, faculty, parents, and community will meet on a monthly basis using the Charter School Accountability criteria as a guide for its deliberation. Recommendations will be forwarded to the board and the Administrative Director and a corrective action plan with goals, objectives and timetables will be established.

SCHOOL ENVIRONMENT

◆ ***Describe the ethos you expect to create in your school:***

The RMH Charter School expects to create an environment that is academically challenging, nurturing, supportive, confidence building, community minded and structured. To ensure its outcomes, small classes(average of 20 students); individual attention, group interactions and active board, staff, parent and community involvement will characterize the environment. We expect to create an environment where all persons are respected and supported; yet are held responsible and accountable to the school's mission and purpose. All Board and staff, including maintenance personnel, consultants, and contractors will share in the belief that our children are special and capable, and that we have a common purpose to ensure their success.

Student writings, creations and other inspirational images will adorn the facility. With daily exposure to and discussion of their meaning, students' goals and positive self images will be reinforced and will become reality.

◆ ***Summarize the school's discipline policy or code of conduct.***

A student/parent handbook, which includes behavioral/performance expectations and administrative rules and regulations, will be produced and distributed to all students, families, staff and management. The Handbook will include all applicable Massachusetts laws and United States Supreme Court dictates in regards to weapons, violence, smoking, hazing, locker searches, etc. as components of our school rules.

However, based upon the substantiated evidence of thirty years of Marva Collins schools and replication models - discipline will substantially diminish as a problem as the teacher begins to challenge our children.

We will model codes of behavior, ethics, morality and philosophy as an integrated part of classroom learning. As teachers and students form relationships and bond, correction of grammar, incomplete sentences and slang will be part of a student's learning to acknowledge and respect elders, maintain proper dress and decorum and feel pride as traditional behaviors become imbued in the student's persona. Role model teachers with whom our students can identify will daily demonstrate student behavior through their own speech, bearing, dress, manners, traditions and values. Teachers will be trained in the Marva Collins technique of handling student behavior through pro-active esteem building, nurturing techniques, which build a relationship and bond between student and teacher. Ordinarily, students will not be "sent home" or "sent to the office." However, when major discipline problems occur, a home visit will be made to remind parents that a record is being developed and to invite their participation into the problem's solution.

The staff, student/parent handbook will also include a code of conduct which will be developed collectively by students, parents, staff and administration that will include abstract and practical guides to mutual respect, responsibility, self-control, honesty, conflict resolution, problem solving and fairness. All areas of school life will be subject to the code of conduct.

In addition, the Marva Collins Ten Steps Towards Better Disciplined Classrooms will be followed. Example:

- Always make friends with each student before there is a discipline problem
- Find something positive and genuine to say to each student every day.
- Give extra teaching time after school or before school to the slower student. This student is usually the one that causes havoc in the classroom.
- Rather than eating with fellow teachers or staff, instead sit with a different child, or the entire class each day.
- When students misbehave in class, do not have them write punitive lines: "I will not chew gum in class." Instead, have them write a composition on the etymology of gum or a composition entitled: "Why I am too bright to waste time in school instead of learning."
- Reduce ridicule and laughter in the classroom by telling the student that speaks out that he or she is very courageous, but they who stood silent or laughed took the easy path, the child that speaks out is to be praised, not mocked. Encourage students to clap for the other student, create a spirit of group effort in the classroom.

Although we will establish a fair, judicious procedure concerning suspensions and expulsions, we are dedicated to the proposition and confident of not having a need to utilize suspensions or expel students if the above guiding principles and philosophy are followed. Teacher evaluations and assessments will be based, in part, by their ability and adherence to these codes of conduct and pro-active disciplinary techniques as integrated into classroom teaching.

ENROLLMENT

* How many students will be enrolled each year over the five years of the charter?

Five year enrollment projection:

Year 1	1998	120 Students
Year 2	1999	140 Students
Year 3	2000	160 Students
Year 4	2001	180 Students
Year 5	2002	180 Students

◆ ***How will student applicants be recruited?***

Our recruitment strategy is geared toward serving African American and other underserved children in Springfield. The majority of students are not reaching their potential in Springfield public schools and many of their parents and guardians, well aware of this dilemma, seek ways and means to improve that condition.

Citywide information meetings will be held in community forums to explain and describe the education program, school environment and other elements of our school. In addition, information will be conveyed over public and college radio stations that have the ear of our communities, and other radio and television talk shows. Our founding coalition members are fully involved in the communities that are likely to be the sources of many of our students. The coalition members work as youth program directors and coordinators, health workers, parent group members, organization founders, community advocates and activists, educators, teachers, and municipal employees. We will reach out into our communities through dialogue and networking, posters, flyers and brochures. Springfield's communities are linked through formal and informal networks - our founding coalition members are fully involved and active in these networks. We expect applications to well exceed the number of opening positions for RMH students.

◆ ***Describe your enrollment process:***

An Admissions Committee, a function of the Founding Coalition/Board of Trustees, staffed by the Administrator/Director, will be responsible for the administration of all admissions procedures, including distribution, review and selection of applicants. A lottery will be used to select candidates from the pool of students who meet the criteria to become a qualified pool of candidates, should demand exceed capacity. All students, without regard to race, ethnicity, culture, religion, language, gender or any other cognizable factor, will be encouraged to submit an application.

The application process will include interviews with students and their parents or guardians, student personal statements, where appropriate; review of school records to determine needs and statements of parents

- ◆ All parents and children seeking enrollment must visit the school, tour the facility, and meet with the Director, teacher and parent coordinator to discuss expectations for school, parental involvement, learning expectations, and the teaching methodology. The parent and child will have ample opportunity to describe themselves and their expectations from our school.
- All prospective students and parents will receive written information about the school, its philosophy, code of conduct, parental involvement expectations, and parent-student-teacher expectation policies, copy of the manual entitled *The Marva Collins Method, A Manual For Educating and Motivating Your Child*, and the parent and student participation contract.
- Parents will be given sufficient time, following the above process, to call or revisit the school to have any questions answered.

Once selected, the enrollment process will include individual: lengthy parent meetings to establish the framework for teacher-parent teams and to help parents understand the time and partnership commitments involved; to discuss individual and group roles that parents are expected to maintain as home teachers/role models with their children in terms of lifetime learning. In addition the process will include parent evaluations, social development and developing strategies with teachers to improve learning and behavior. We will also conduct group parent orientations as part of the student enrollment process, which will include a final informational meeting, application completion and contract signing.

LEADERSHIP & GOVERNANCE

◆ ***How will school be governed?:***

RMH Charter School will be governed by a strong, pro-active, visible, decisive, experienced 15 member Board of Trustees, an Administrative Director, Education Director and Business Manager. Board members are the “policy making body” and will exercise the following tasks and responsibilities:

1. Develop the governing policies that will carry forth the mission of RMH Charter School

2. Oversee and approve all school related operations including: fiscal management, budget and cash flow analysis, facilities management, recruitment of staff and students, overall education program including curriculum, disciplinary policies and actions, teacher and student assessments, safety and liability; performance standards; and school-related activities.
3. Approve all appointments for staff and teaching positions
4. Develop and monitor annual budget in concert with Administrator/Director and Business Manager.
5. Serve as a vehicle for addressing and resolving issues and problems related to the mission and operations of the school.
6. To be accountable to the, DOE, students, parents, and community members who rely on the RMH Charter School.

It is anticipated that the founding coalition members will serve as the initial Board of Trustees. Sixty percent of the Board of Trustees shall serve for a 3-year term and 40% of the Board of Trustees shall serve for a 2-year term. The first election of new board members will be held in the second year of the school's existence. This strategy will ensure continuity during the school's start up years while incorporating members with fresh ideas and new energy.

◆ ***Who will be the school's leader, or how will the Board select a leader?***

The Administrative Director of the RMH Charter School will be the school's leader. The candidate has not been selected.

The Board will seek a Director whose competence, experience, track record, references, capabilities, high energy, motivation, passion, personality and character are compatible with our needs to administer and operate a successful school in accordance with the school's mission. Specifically, we will hire a person who has proven experience as an administrator, manager, fund-raiser, fiscal manager and educator. Our director will hold at least Bachelor Degree and preferably a Masters Degree. He or she will have a minimum five years experience with culturally diverse, inner-city students, at least three of which should entail appropriate administrative responsibility in human services, elementary or middle school.

The board will establish a search committee composed of board and community members, who will recommend 3 candidates for Board approval.

◆ ***Summarize the job descriptions of the Board, school director and other key personnel:***

Board of Trustees: are the “policy making body” and will exercise the following tasks and responsibilities:

1. Develop the governing policies.
2. Oversee and approve all school-related operations.
3. Approve all appointments for staff and teaching positions
4. Develop and monitor annual budget in concert with Administrator/Director and Business Manager.
5. Serve as a vehicle for addressing and resolving issues and problems related to the mission and operations of the school.
6. To be accountable to the, DOE, students, parents, and community members.

The Board shall include the following: Fiscal Committee, Personnel Committee, Education Committee, Admissions Committee, Site Development Committee and other standing and ad hoc committees as needed. A member of the Board shall chair all committees. Non-board members may serve on committees. In addition, the Board of Directors may engage outside consultants as experts on an as-needed basis. The functions of each of these committees, together with other functions, are subscribed under the RMH Public Charter School Effectiveness Review Protocols for the purpose of conducting annual performance audits.

Administrative Director: He or she will be required to have considerable knowledge of, and experience in primary school planning, administration and research; extensive knowledge in curriculum planning and development and familiarity with current developments in the field, a functional knowledge of computer technologies and their application, experience in managing funds in excess of \$1 million and have a working

knowledge of budgetary procedures, extensive human resources management skills and experience in leading teams of educators and administrators; a sensitivity to and demonstrated understanding of issues common to the supervision of culturally diverse groups and possess strong, mission oriented leadership skills and instincts as demonstrated by past employment records and accomplishments.

Duties will include, in conjunction with the Board of Trustees, developing strategic plans, goals and objectives for the school; overseeing curriculum planning, development, implementation and assessment, including special programs, and projects; supervising staff at the school site; overseeing all financial systems, fiscal management, fund-raising, development, record keeping and audit preparations; developing admissions criteria with the Board of Trustees; in conjunction with the Board of Trustees, recruiting and hiring staff; providing vision and leadership for the school faculty, staff and students.

Business Manager:

Academic Requirements: Master's degree in public administration or business administration or other field directly related to financial management, and/or management information systems. Seven to ten years experience in the field.

Proven experience in financial planning, including budget development, forecasting and the ability to generate financial reports and manage financial records.

Duties: will have responsibility for resource development, developing and managing all budgets in conjunction with the Director and the Board Finance Committee

Education Director He or she will be responsible for carrying out the school's education program and objectives. Holding a Masters Degree, or preferably a doctorate, the Educational Director will have at least seven years experience combining teaching with curriculum planning, student assessments and education administration, including credible human resources management skills and functional electronic data systems experience. In addition, this person will have at least five years experience working with inner-city and culturally diverse students and families.

The Education Director, in conjunction with the Director, shall develop and implement all grade curricula, student assessments, performance standards, measurement criteria, lesson plan development and evaluation systems. The Education Director shall train all teachers in the implementation of these systems and monitor teacher lesson plans, student assessments, student evaluations, student self-evaluations, parent evaluations and student performance outcomes. The Education Director shall compile weekly, monthly and annual reports as directed by the Curriculum Committee of the Board of Trustees and the Director to ensure on-going evaluation and oversight of the Education Program by the Director and Board of Trustees. Reports to Administrator/Director.

CAPACITY

◆ *What collective experience does your applicant group bring to this venture?*

Collectively, the Robert M. Hughes Charter School Founding Coalition is competent and experienced in the founding and administering of organizations and departments with long term sustainability. We have also started businesses, projects, programs and ventures, which have been successful and sustained. Summarily, we have the individual and collective capability and experience to be successful in complicated, multi-faceted ventures, most of which focus on education, human services, youth, health, finance and community.

We bring to the Board of Trustees, our experiences as administrators with broad fiscal management backgrounds, strategic planners, human resource administrations, state and federal government administration as department heads, fiscal managers and oversight administrators, teachers, educators, counselors, entrepreneurs, in banking and the law, school department administrators and elected officials, coaches, parents, grandparents and community activists.

In addition to the founding coalition, NES, an initiating force for the charter school, has provided services to youth and families in the greater Springfield community for over thirty years. The agency continues to develop programs that reduce the dropout and suspension rate among its youth population. NES will provide wrap-around services to the Robert M. Hughes Charter School's educational programs, students and parents, when needed.

Services include: Pregnancy & Parenting Support Services, Parent Aid, and Parenting Teen Services; AIDS Outreach Education, Counseling, Testing, Community Prevention and Support Groups, Childcare, Substance Abuse Prevention and Education Treatment Programs, Tobacco Outreach and Education and Youth Academic, Cultural Enrichment Programs.

◆ *Please summarize each founder's and/or board member's experience, qualifications and applicable skills.*

There are fifteen members of the founding coalition for the Robert M. Hughes Charter School. They are representative of the community and have demonstrated a commitment to Springfield's youth and to the success of this charter school. Managerial, organizational, financial and leadership skills are some of the experiences they bring to the coalition. They are listed below:

Robert Marcellus Hughes:

We are naming our school the Robert M. Hughes Charter School in honor of a man who is one of the founding fathers of community borne education in Springfield's African American community. Born in the South, Mr. Hughes attended black education institutions, then enlisted in the United States Air Force. Leaving the Air Force, as a 100% disabled veteran, Mr. Hughes earned a BA in Art History and Management. He settled in Springfield during the heart of the Civil Rights Movement.

Disturbed by how racial discrimination in public education in Springfield set limitations on the educational advancements of Black youths, Mr. Hughes founded Northern Educational Service, Inc., in 1963. The mission of this organization was to provide educational programs that addressed the needs of the indigenous community in Springfield...assisting people through tutoring, counseling and cultural enrichment. Initially, Mr. Hughes funded some of the educational needs from his own veteran's pension while he lived modestly. Many young Black Americans graduated from higher levels of education due the efforts of Mr. Hughes. He became skilled at fundraising and developed additional projects and ventures to assist others.

- ◆ **Norma Baker, BA in Education Administration.** Graduate courses at UMass and Harvard. Executive Director of NES, grandparent, community leader and radio talk show host. Ms. Baker brings strong administrative, management, program development, leadership, fiscal management and oratorical skills. She is currently responsible for 20 programs and 3.2 million-dollar budget.
- ◆ **Carol Arango, CEO,** D. Edward Wells Federal Credit Union; Board President, National Federation of Community Development Credit Unions. Created youth operated credit union program, the first of its kind in the United States, and received a letter of commendation from President George Bush. Grant of \$425,000 given by the DeWitt Wallace Reader's Digest Foundation to replicate the program in 10 other American cities. Negotiated millions of dollars in grant funds with National Foundation. Ms. Arango brings strong fiscal management and finance skills to the Board.
- ◆ **C. Khandi Bourne, Ed.D** in Student Development and Student Personnel Services concentrating in Social Justice Education; M.A. in Instructional Leadership concentrating in Staff Training and Development; B.A.-Communication Studies; Educator, parent, administrator, trainer and psychological counselor with over 10 years experience in project management, staff training, information management and student development in K-12 and higher education. Dr. Bourne brings program management and development, and an expertise in African-heritage education curriculum development to the board.
- ◆ **Helen R. Caulton, M. Ed** in Integrated Studies; B.A. in Sociology. Parent, Health Commissioner for Springfield's Department of Health and Human Services; Former Executive Director, Area Health Education Center at Springfield Technical Community College. Ms. Caulton brings budget and human resources management, planning and program implementation and health and safety expertise to the board. Publications or presentations included "Multiculturalism", School Matters with Dr. Bill Cosby and Alvin Poussiant and "Responses to Partial Learning Experiences" at Hampshire College.
- ◆ **Carol Moore Cutting, M. Ed** in Urban Education, specializing in Community Leadership and Development; B.S. in Secondary Education-majoring in English; Grandparent, entrepreneur; First African-American female in Massachusetts granted a construction permit by the Federal Communications Commission to build an FM radio station in Massachusetts. Ms. Cutting brings education, strategic planning, public relations, marketing, radio broadcasting and curriculum skills to the board.
- ◆ **Robin Hamilton Fowlkes, B.S.-Criminal Justice.** Parent, Business Owner with over 15 years experience as a Senior Account Analyst and commercial, property and casualty insurance underwriter. Owns fashion design studio and creates organizational logo designs. Offers charter school free logo design, school banner and uniform design(based on school specifications) and review of insurance needs. Also, Ms. Fowlkes brings artistic skills as well as strong accountancy and data systems skills to the board.

- ◆ **Candice E. Lopes, B.A.** Degree-Afro-American Studies, Educational Liaison to Springfield's Mayor Michael J. Albano. Former elected member to the Springfield School Committee. Ms. Lopes is a long time activist in public education.
- ◆ **James Morton: J.D.-Attorney at Law** . Parent, community activist. Attorney Morton brings his strong legal background in community development and economics, housing and property issues and family law to the board.
- ◆ **Rance A. O' Quinn, M. Ed**, in Management and Administration. B.A. in Business Administration. Chairman of the NES Board of Directors; Director of Investigations for Massachusetts Commission Against Discrimination and former Equal Opportunity Specialist/Technical Assistant Specialist at the US Department of Education, Office for Civil Rights. Mr. O' Quinn brings strong administrative and management skills to the board.
- ◆ **Brett Snowden, M.A., B.S.** in Business Administration-majoring in Accounting; Experienced Senior Accountant, Assistant Controller, Financial Analyst, Real Estate Accountant, Operations Analyst. Currently, the Assistant Director of Administration and Finance at NES. Mr. Snowden brings a diversified accounting background and extensive computer skills to the Board.
- ◆ **Delois Fason Swan**, Grandparent. Former Assistant Director, Department of Education -Regional Office; Serves as a Special Services Coordinator at the Springfield School Department. Ms. Swan brings strong administration skills, child placement and parent involvement experience to the board.
- ◆ **Fred Allen Swan, M. Ed**, concentrating in Counseling, Psychology, Organizational Development and Urban Education. Former Manager of training and development, UMASS. He is currently the Executive Director of Southwest Community Health Center; Nationally recognized in areas of multiculturalism, managing diversity, and culturally based service delivery planning. Mr. Swan brings strong administrative, management and education skills to the board.
- ◆ **Lorraine Swan**, Parent; Director of the Youth Development Services Division of NES. Former Education Director, Urban League of Springfield, Teacher and educator. Ms. Swan brings strong program development and youth motivational skills to the board.
- ◆ **E. Henry Twiggs**, Legislative Assistant to 12th Hampden District Massachusetts Representative Benjamin Swan and longtime community advocate. Mr. Twiggs brings strong administrative, housing development and state fiscal experience to the board.
- ◆ **Eddie Wright**, B.A. Degree, Parent, little league coach for baseball and basketball; Owner and CEO of Wright Associate Insurance Agency; Trustee of Hampden Savings Bank. Author of "Thoughts About the Vietnam War", published by Carlton Press of New York. Mr. Wright brings strong business and insurance expertise to the board.

◆ *List of potential partnerships and accompanying letters of support:*

The Robert M. Hughes Charter School will continue to utilize and seek collaborative efforts. A partial list of initial supporters and partnerships follow:

Dr. Randolph W. Bromery, President-Springfield College
 Gregory S. Prince, Jr., President-Hampshire College
 Major Richard L. Bosh, Hampden County Coordinator-The Salvation Army
 Representative Benjamin Swan, 12th Hampden District-Massachusetts State House
 Arlene Smith, Area Director-Department of Social Services
 Robert E. McCollum, Springfield School Committee Member
 Dora D. Robinson, Executive Director-Martin Luther King, Jr. Community Center
 Eddie Wright, Chief Executive Officer-Wright Associates
 Robin H. Fowlkes, President-Mama Na Mimi, Inc.
 Carol Moore Cutting, President, Cutting Edge Broadcasting Incorporated and Cutting Edge Communications
 Chelan Jenkins, The UJIMA Initiative
 Bridget Muldrow Muhammad-Springfield Parent
 Helen Caulton, City Health Commissioner-Department of Health and Human Services
 Michael J. Albano, Mayor-City of Springfield
 Carol A. Arango, CEO, -D. Edward Wells Federal Credit Union
 Cherylyn Satterwhite, Executive Director-Dunbar Community Center
 Fred Allen Swan, Executive Director-Southwest Community Health Center
 Candice E. Lopes, Education Liaison to the Mayor
 Neal G. McBride, Vice President-Fleet Bank
 Mrs. Amy Hughes, wife of Robert M. Hughes
 (Actual letters of support are provided in the Appendix)

FACILITIES AND STUDENT TRANSPORTATION

◆ *Viable options for a facility:*

The RMH Charter School has entered into negotiation with the Alden Baptist Church at 649 State Street in Springfield, MA. to lease, equip and occupy approximately 12,000 square feet of office and classroom space. Alternative agreement has been reached regarding the use of the Alden Baptist Church Annex that is currently unused. The facility is highly accessible with adequate parking, and located on the major East-West thoroughfare through the center of Springfield. Located on a major route of public transportation, the site has a gymnasium and a large commercial kitchen.

◆ *Why were these sites chosen?*

The Alden Baptist Church site was chosen because the facility was originally designed as an educational facility, therefore it lends itself to renovation and update for educational purposes. In addition, this site is in an ideal location. It is located in the virtual geographical center of the city of Springfield, with easy transportation access. Many students are expected to live within walking distance. This site is also located in close proximity to community Health and Human Service agencies, one block from a branch of the city library, and 1 block from a recreational center.

◆ *What renovations might be required? How might the renovations be financed?*

Significant renovations with regard to safety and comfort are necessary in order to bring the proposed site up to classroom standards. We anticipate that we will be successful in negotiating arrangements whereas the owners of the site will make many of the necessary improvements as part of a five-year lease agreement.

◆ *Transportation services that the school will provide to eligible students:*

The majority of our students are expected to be in the community around and within walking distance of the RMH Charter School. Otherwise, we will negotiate with the Springfield school committee under the provision of M.G.L. c.71 s.68. An initial inquiry about transportation for RMH Charter School students has received a favorable response.

A DAY IN THE LIFE OF A STUDENT:

Displayed throughout the classrooms and school is positive, motivational adages such as: "Society will draw a circle that shuts me out, but my superior thoughts will draw me in." "I was born to win if I do not spend too much time trying to fail." "I can become a citizen of the world if I do not spend too many energies attempting to become local." "We must all live together as brothers or perish alone as fools" by Dr. M.L.King, Jr. A positive school environment, where students and staff feel welcome and excited to be in, is created and maintained by students and staff. First graders learn the metric system and geometry; second graders are involved in astronomy; fourth graders read flight schedules; fifth graders are studying Latin; and sixth graders reading Nietzsche, Voltaire, Chaucer, Shakespeare, and Tolstoy.

Resources available on a daily basis include assistance with homework, tutoring in specific academic areas, The Media Center, the Academic Support Center for Learning and Teaching. Assistants, parents and college student volunteers trained in the Marva Collins teaching methods, assist professional staff.

The school day officially begins at 8:00 am, however, the school opens at 7:00 am for students who need arrive early or may need extra help. Breakfast is provided at the school from 7 - 7:30 am. All students, as they enter the school, are individually acknowledged and greeted in a positive, welcoming manner. Just as important as the curriculum, is the interaction and relationship that students and teachers have among and between each other. Individual attention and positive reinforcement are the norms for every student. We will always find something positive or complimentary to say to each child every morning.

Tamari Woodson is an 8-year old African American male in the third grade at the Robert M. Hughes Charter School, in his fifth week of school. Tamari lives three blocks from the school with his parents, Shirley and George Woodson, and an older sister, Jonetta.

Tamari's third grade classroom is a large room divided into learning centers. There is a reading corner, a science area, and a math lab and resource corner with maps, globes, dictionaries and videos. The classroom is equipped with four networked computers with Internet and Email access. A paraprofessional and a parent volunteer assist Mr. Johnson, Tamari's teacher. For the past four weeks, Mr. Johnson has observed his students and has divided the class of 20 into learning teams of 5 students each. He, and the class have developed a list of ground rules for teams and classroom dynamics, which is prominently displayed throughout the classroom

7:10 a.m. Tamari arrives and receives a cheerful welcome from his teacher. Tamari eats breakfast in the cafeteria while socializing with other students.

7:30 a.m. In the resource room, Tamari practices reading with one of his assigned tutors.

8 a.m. Classroom activities Tamari, along with his other classmates are greeted by his teacher. They recite in unison the Marva Collins creed: "My success and my education can be a companion which no misfortune can depress, no crime can destroy, no enemy can alienate, no envy or names can hurt me." Students also read or recite individual affirmation such as: "I am smart", "I was born to win", "I am royal", "I am the greatest", "I will not fail" "This is a school where we learn to succeed.", etc.

The class is structured so that the teacher moves around the room interacting with individual students as well as the student teams. There are no teacher's desks or chairs in any of the classrooms. Teachers who move around can catch mistakes before, or as, they are made.

Before student teams begin to work in any area, they are encouraged to review their homework with each other and to discuss and clarify any areas of confusion or complexity with the classroom staff during the review process.

8:15 a.m.: Tamari and his team begin to work on a mathematics activity. The homework assignment asked that each student bring in a list of items from their home or community that represents a geometric shape. These shapes are shared with the class. Each team is then asked to survey the room and to come up with a list of geometric shapes. How many different shapes are there? What are their names? What other objects have the same shape(s)? The lesson is expanded to include math concepts as well as history, reading, writing and language arts. Today Mr. Johnson introduces the fact that geometric shapes are the foundation of historical and current art and architecture. The student's own experiences and community are used as content. Tamari's group will put their list on the computer. Because Tamari has consistently demonstrated competence in math skills, Mr. Johnson has asked him to "float" and work with other students who are experiencing difficulty understanding and executing this activity.

Tamari, while assisting other students, improves his communication skills by explaining things clearly (he is monitored by Mr. Johnson and the assistants as he begins this process) and boosts his level of self-confidence in his ability to master the content; he is both a teacher and a learner and investigator in his school.

9 a.m. Students rotate to another content activity. Tamari and his group are working on their social studies project that is to create a collage of the ethnic groups represented in Springfield. Teams have been encouraged to bring in magazines, newspapers and books from home. They also have access to the school media center where they can get additional historical and geographic information, integrating the concepts that are learned in this subject as well. Every students work is posted, even if the papers contain errors. This encourages students to continue trying. Instead of posting commercial bulletins, students' work is used to decorate the school.

10 a.m. Clean up and break for 30 minutes. During this time, students may take restroom breaks, complete their projects or read a favorite book.

10:30 - 11:30 a.m.: **Science** Tamari and his team are working on making educated guesses about the length and width of 15 items and then performing actual measurements using appropriate science measuring tools and gauges. Tamari and his group integrate math concepts as they decided to divide the task so they will measure 5 items each and then come to the group to consolidate their findings. Tamari works independently of his classmates and completes the assignment. The team then spends some time filling in their master chart for critique and correcting by the classroom staff.

11:30 - 12:30 noon Lunch, in two sessions. Tamari eats lunch from 11:30 to 12 noon. While eating lunch, Tamari interacts with fellow students and teachers. Some of the teachers' most important work with children takes place at lunchtime. Teachers are required to rotate, sitting next to a different child every day.

12:00- 12:30 Tamari returns to the Learning Center where he reads out loud an excerpt from a book provided by his teacher. (By having students read orally, the teacher encourages comprehension, current grammar usage immediately correcting errors before they become permanent silent errors never detected except on the standardized test and by this time, it is usually too late).

12:30 p.m. Language Arts The class practices spelling words from the master spelling list for their level. Listening, pronunciation, word usage are also learned. These spelling words are continuously used and reinforced in math, social studies and other areas of learning.

1:30 – 2:00 p.m.: Afternoon break - opportunity for learners to complete projects, have play/exercise time.

2:00 - 3:00 p.m.: Computer skills Tamari and his teammates, who have mastered the basic skills, continue to develop their computer skills by practicing typing short paragraphs, editing and printing them and using the Internet to do searches on items of interest. Tamari is currently using the Internet to gather information on Fredrick Douglas and Benjamin Banneker.

3:00 - 3:15 pm.: Students use this time to clarify homework assignments, to clean up their work areas and gather materials for tomorrow's classes.

3:15 - 3:30 p.m.: **Class is dismissed.** Tamari's "formal" day at school is finished.

3:30, Tamari works with Mr. Johnson, then with Lance Bennefield, an elementary education major from Springfield College, Project Spirit. Lance and Mr. Johnson have met several times to discuss Tamari's reading issues and have coordinated their approach to working with Tamari on reading. Writing is part of the total reading program. After Tamari reads orally, Mr. Johnson works with him to write a letter to the main character in the story. Tamari works with Mr. Johnson until 4:00, then Lance and Tamari have a snack together and talk about Fredrick Douglas and Benjamin Banneker. At 4:15, Lance and Tamari get down to work, reading to each other. Lance is supportive of Tamari's improved reading and perseverance and promotes Tamari's confidence by pointing out the improvement he has noticed working with Tamari. Lance has been trained in the Marva Collins method of teaching phonics. Tamari sounds out words. They devise methods that Tamari can use at home when he is reading.

5:25 p.m. Tamari's mom shows up at the school, talks with Lance and Tamari for a few minutes, listens to Tamari read and they walk home together.

RMH CHARTER SCHOOL BUDGET SECTION

Proposed Charter School Budget

Start-Up Phase
2/98 School

REVENUE	Opening	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Government Grants	20,000	707,760	850,460	1,001,120	1,160,083	1,194,903
Per Pupil Revenue		48,000	56,000	64,000	72,000	72,000
Student Entitlements		35,000	30,000	30,000	30,000	30,000
Private Funds	20,000					
Loan	50,000					
Other (Explain)						
Total Revenue	90,000	790,760	936,460	1,095,120	1,262,083	1,296,903

EXPENDITURES

Professional Salaries

Director/Headmaster	45,000	46,350	47,741	49,173	50,648
Supervisor/Ed. Director	35,000	36,050	37,132	38,245	39,393
Parent Coordinator	10,000	10,300	21,424	22,067	22,729
Teachers (FT)	180,000	247,200	286,443	327,817	337,652
Teachers/Asst.	60,000	72,100	84,872	98,345	101,296

Administrative Staff

Administrative Asst.	22,000	22,660	23,340	24,040	24,761
Business Manager	35,000	36,050	37,132	38,245	39,393
Fiscal Clerk	22,000	22,660	23,340	24,040	24,761
Payroll Taxes	49,080	59,204	67,371	74,637	76,876
Benefits	44,800	49,600	57,600	62,400	66,235
Subtotal	0	502,880	602,174	686,395	759,008
					783,744

Facility

Rent	59,500	65,450	102,000	112,200	123,420
Mortgage					
Renovation/Construction					
Debt Service	4,000	3,200	2,400	1,600	600
Principal	10,000	10,000	10,000	20,000	0
Utilities	11,000	12,100	13,310	14,641	16,105
Subtotal	0	84,500	90,750	127,710	148,441
					140,125

Materials/Supplies

Supplies (\$100 per child)	12,000	14,000	16,000	18,000	18,000
Instructional Equipment/Supplies	36,000	42,000	48,000	54,000	54,000
Office/Classroom Technology	36,000	14,000	16,000	20,000	20,000
Library/Media Center	12,000	3,500	7,000	9,000	9,000
Office Furniture	(Donated-In Kind)	3,500	3,000	2,500	2,500
Office Supplies	(Donated-In Kind)	6,000	7,200	7,400	7,600
Classroom Furniture	6,000	3,600	3,600	3,600	3,600
Other Equipment	6,000	3,500	3,500	3,500	3,500
Subtotal	24,000	105,500	94,800	106,500	118,200
					118,200

Proposed Charter School Budget

Start-Up Phase
2/98 School

	<u>Opening</u>	<u>YEAR 1</u>	<u>YEAR 2</u>	<u>YEAR 3</u>	<u>YEAR 4</u>	<u>YEAR 5</u>
Other Costs						
Contracted Services		9,500	12,000	14,000	16,000	16,000
Business Services		5,000	7,500	8,000	8,500	8,500
Consultants (Art, Music & Computer*)	2,500	7,000	10,000	12,000	14,000	12,000
Board Development	4,500	2,000	4,500	5,500	6,500	6,500
Marketing/Development	5,000	3,500	3,500	4,000	4,000	3,500
Staff Development/Training	20,000	10,000	20,000	30,500	32,750	32,750
Insurance	1,200	12,000	14,000	16,000	18,000	18,000
Transportation		15,000	21,000	30,000	33,750	33,750
Food/Food Service		24,000	35,000	40,000	45,000	45,000
Subtotal	33,200	88,000	127,500	160,000	178,500	176,000
Other Start-up Costs						
Curriculum Development	15,000	3,600	4,200	4,800	5,400	5,400
Printing and Copying	2,500	1,000	1,500	2,000	2,500	3,000
Student & Staff Recruitment	6,000	1,200	3,600	2,400	2,400	2,400
Travel/Transportation	600	2,400	2,800	3,200	3,200	3,200
Telephone/Fax Postage	5,000	4,800	5,040	5,292	5,557	5,835
Consultants						
Total Start-up Costs	29,100	13,000	17,140	17,692	19,057	19,835
Total Revenues	90,000	790,760	936,460	1,095,120	1,262,083	1,296,903
Total Expenses	86,300	793,880	932,364	1,098,297	1,223,206	1,237,904
Balance	3,700	(3,120)	4,096	(3,177)	38,877	58,999
Fund Balance	3,700	580	4,676	1,499	40,376	99,375

Budget Narrative

Revenue:

Start-up revenue includes government and foundation grants, and either a loan or line of credit from local banks. Currently, members of the Founding Coalition have had success over the years in obtaining both grants and loans or lines of credit for their business or organization.

Revenue for FY 98 is estimated at \$5,898.00 per pupil for 120 pupils. (3% over the FY 97 per pupil expenditure) We also project a 3% increase, per year, per pupil for the remaining years. We will reach capacity of 180 students at year #4.

Expenditures:

Professional Salaries:

The first year, there will be one full time **Administrator/Director** with a salary of approximately \$45,000, increasing 3% each subsequent year. Responsibilities include: developing strategic plans, goals, objectives in conjunction with the Board of Trustees, recruitment, hiring of staff, overseeing financial management (business manager) etc.... Reports to Board of Trustees. Additionally, a full time **Supervisor/ Education Director** will be employed at approximately \$35,000, whose duties will include: ensuring both access and consistency in staff development, monitoring and reviewing curriculum, working directly with the Director and other staff. Responsible for the educational program. Reports to School Administrator/Director.

The first year, we will employ 6 full time **Teachers** and 3 full time **Assistants**. The Assistants will rotate half days in respective classrooms. By the beginning of the 4th year, we will have employed 10 full time teachers and 4.5 FTE Teaching Assistants (includes 1 FTE Special Education/ESL position added in year #2) A **Parent Coordinator** will be hired 20 hours per week, the first two year and full time, thereafter. The Coordinator will act as a liaison with parents, staff and Board Members. Duties will include: assist in recruitment of children, coordinate parent trainings and information. Advocate for parents, when necessary. This person will be a parent of students attending the Robert M. Hughes Charter School. A 3% increase is calculated into salaries beginning year #2.

A full time **Business Manager, Administrative Assistant** and **Fiscal Clerk** will staff the school's Business Office. The Business Manager will have responsibility for resource development, developing and managing all budgets in conjunction with the Director and the Board Finance Committee. He/She will report to the Director. This position also has a built-in 3% yearly increase.

Medical, dental and life & disability benefits are averaged at \$3,200 per person.

Materials and Supplies include: classroom supplies, instructional equipment, computer and software supplies and installation, library books, videos, dictionaries, thesaurus, encyclopedias, audiolvideo equipment, etc. A local bank has donated much of our office furniture (desks, chairs, bookcases, credenzas). Some classroom furniture is available at the proposed site. However, this furniture may have to be repainted or refurbished. We will purchase additional furniture, as needed.

Other Costs:

First through fifth year contracted costs are for maintenance services. Business services include: bank charges, payroll costs, equipment, administrative and service contracts, computer, art and music consultants. Time and fees will be negotiated between \$15 and \$40 per hour. Art and music activities will be available between the hours of 3pm-6pm daily.

A **Computer Consultant** will be engaged to recommend appropriate hardware/software and provide ongoing technical assistance and training. Staff Training will be provided for all staff through the Marva Collins Training Institute. Other professional development opportunities will be made available through additional internal and external programs.

Board and Staff Development will occur on an on-going basis. However, during start-up phase, more intensive development will take place.

Marketing of our school through brochure development, newspaper ads, community forums and interaction with Parent & Teacher Organizations will begin immediately.

We will continue to meet with community groups, church groups and youth programs.

Transportation will be negotiated through the school system and/or school transportation companies.

Food/Food Service will either be negotiated through an existing school, the Mass Career Development Institute (which trains low-income persons for food service positions) or we will hire a part time Dietician, supervised by a nutritionist contracted with the Springfield Southwest Community Health Center.

Start-up Costs:

Start-up costs include: library materials, supplies & equipment, initial classroom furniture; media and other incidental equipment.

Other Start-up Costs:

The base for our curriculum will be purchased from Marva Collins with supplements suggested by her team, as well as materials recommended through the collective experience of our Trustees and Staff. Initial purchase will cover the first five grades.

Printing, copying, student and staff recruitment, as well as telephone/fax lease, purchase and installation are all higher costs during start-up.

Human Resources

- ◆ *Please indicate the number of faculty to be hired and provide a summary of the hiring criteria for the school's teachers and staff.*
- ◆ *What will be the salary range for teachers and administrators?*

The Robert M. Hughes Charter School, located in Western Massachusetts with 12 public and private colleges and a major research university extant within a 25 mile radius of the campus, is in the enviable position of having a wealth of experienced, highly educated potential employees living in close proximity to the project. This impressive array of talented professionals in our area, together with the school's intention to aggressively pursue individuals whose talents and experiences are appropriate and consistent with our school's mission, greatly enhances our ability to pursue educational excellence in all facets of our program.

The first year, we will employ 6 full time Teachers and 3 full time Assistants. The Assistants will rotate half day in respective classrooms. By the beginning of the 4th year, we will have employed 10 full time teachers and 4.5 FTE Teaching Assistants (includes 1 FTE Special Education/Bilingual position added in year

Administrative and instructional personnel play the critical role in planning, developing, delivering, nurturing and monitoring learning process that is designed to educate young people who are successful, creative contributors to a social system that is often as competitive as it is unforgiving. An overview of the requirements, qualifications and duties of the school's chief administrator is shown below followed thereafter by a similar description of teachers and assistants.

Director: Salary Range \$43,000-53,000

Academic Requirement: Bachelor's degree required; Master's degree preferred.

Minimum Experience: Five (5) years of experience with culturally diverse, inner-city youth, at least three which should entail appropriate administrative responsibility in human services, elementary or middle-school.

Other Requirements:

The School Administrator/ Director in Human Services should have considerable knowledge of, and experience in primary planning, administration and research; extensive knowledge in curriculum planning and development for culturally different students and familiarity with current developments in the field. A functional knowledge of computer technologies and their application in an educational milieu is also desired; this administrator must have experience in managing funds in excess of \$1 million and have a working knowledge of budgetary procedures. She/he must have sensitivity to, and demonstrate understanding of issues common to the supervision of culturally diverse groups, and possess strong leadership skills and instincts as demonstrated by past employment records and accomplishments.

Duties

In conjunction with the Board of Trustees, develop strategic plans, goals and objectives for the school; Oversee curriculum planning, development, implementation and assessment including special programs and projects; Supervise staff at the school site; Develop admissions criteria with Board of Trustees; Recruit and hire staff with Board of Trustees and, Provide vision and leadership for the school faculty, staff and students.

Supervisor/Education Director: Salary Range: \$34,000-\$42,000

Academic Requirement: Bachelor's degree required. Masters preferred.

Duties: will include ensuring both access and consistency in staff development, monitoring and reviewing curriculum, working directly with the principal and other staff overseeing the educational program. Reports to School Administrator/Director.

Parent Coordinator: Salary Range: \$9.62/hr. to \$10.93/hr.

Duties: will act as a liaison with parents, staff and Board Members. Assist in the recruitment of children, coordinate parent trainings and information. Advocate for parents, when necessary.

Full Time Teacher: Salary Range \$27,000- \$34,000

Academic Requirement: Bachelor's degree preferred.

Minimum Experience: Minimum two (2) years working with inner city, culturally different students, or three (3) years teaching experience at elementary or middle schools.

Other Requirements:

Baccalaureate major, minor or concentration in the subject area taught; or experience in implementing creative curriculum approaches, including team or collaborative teaching; knowledge of, and/or experience in planning and implementing multicultural curriculum for: inner city or academically challenged students; at least three years bi-lingual, bi-cultural experience for ESL instructors: understanding of, and experience in contextualized learning groups is required of all instructors. Duties include:

1. Classroom instructions and tutoring of all students individually or in small groups;
2. Working with teaching colleagues, administrators and parents in carrying out the schools academic objectives;
3. Monitoring and evaluating student academic performance.

Teachers/Asst:Salary Range \$18,000 - \$24,000

Academic Requirement: Bachelor's preferred

Minimum Requirements and Duties: as above

Other Requirements and Duties: Similar to those of subject teachers.

Administrative Assistant: Salary Range: \$21,000-\$25,000

Academic Requirements: High school education. Minimum of 2 years experience in secretarial field.

Duties: Maintain student/staff records. Schedule appointments, classes, etc., Monitor confidentiality and security of files and student/staff records. Order supplies and equipment. Perform administrative/office/clerical functions.

Business Manager: Salary Range: \$34,000-\$42,000

Academic Requirements: Master's degree in public administration or business administration or other field directly related to financial management, and/or management information systems. Seven to ten years experience in the field.

Proven experience in financial planning, including budget development, forecasting and the ability to generate financial reports and manage financial records.

Duties: will have responsibility for resource development, developing and managing all budgets in conjunction with the Director and the Board Finance Committee.

Fiscal Clerk: Salary Range: \$9.62/hr.-\$10.93/hr.

Academic Requirement: Minimum 2 year accounting or finance degree and 3 years work experience.

Duties: Accounts receivable/payable processing through check preparations. Allocation of insurances. Bank reconciliation. Assist in payroll processing. Miscellaneous accounting tasks.

What is the school's plan for professional development?

The RMH Charter School, sees professional development as imperative in the fulfilling of its mission. The Professional Development Plan for the RMH staff will consist of the following:

*Regular mandatory in-service training in the Marva Collins method.

*Additional training of staff in areas of need as assessed by self-evaluations, classroom observations, formal needs assessment tools, and administrative, peer, student & parent evaluations. The Educational Director will be responsible for coordinating this assessment process and implementing necessary trainings & staff support. We foresee that possible areas of support and development may be computer literacy and instruction methods, classroom management, diverse culture and history, and active listening and counseling skills.

*Teachers will be supported and encouraged in their pursuit of higher educational goals by the development of a tuition reimbursement policy with funding for this purpose aggressively sought by the Board of Trustees and Administrators.

*Ongoing collaborations with Cambridge College, Westfield State College and Springfield College in the planning and implementation of the overall as well as individual professional development plan.

How will faculty and administrators be evaluated?

The Board of Trustees will be responsible for the evaluation of the Administrative Director and he/she will in turn be responsible for the evaluation of the other staff. The Personnel Subcommittee of the RMH Board of Trustees will develop and refine the protocol for the evaluation of faculty and administrator. This protocol will include evaluations by supervisors, peers, students, parents and staff person themselves. The subcommittee will elicit input from an outside consultant firm, parents, teachers, staff and interested and committed community members in the design and content area of the evaluation.

Action Plan	Responsible Party	Time Frame
Meeting of Board of Trustees to set up subcommittees: Personnel, Fiscal, Policies, Outreach and Marketing, Education, Site Development and Student Selection	Board of Trustees	Feb 98
Present final plans for staff recruitment, outreach, admissions procedures and policies to Board of Trustees for approval	Personnel subcommittee	Feb 98
Present fiscal plan, fundraising strategy; budgeting and cash flow analysis, select and initiate relationship with financial institution to board for approval	Fiscal Subcommittee	Feb 98
Develop interview/selection/protocol	Personnel and other appropriate subcommittees	Feb 98
Orientation of Board in Marva Collins methods and philosophy	Training Subcommittee and Consultants	Feb 98
Approval of plans by entire Board of Trustees	Board of Trustees	Mar 98
Development of personnel policies/protocols	Policies Subcommittee	Mar 98
Initiate search for critical start-up staff (Administrative Director, Business Manager, Education Director, Parent coordinator).	Personnel subcommittee	Feb 98
Design marketing and recruitment materials	Outreach and Marketing Subcommittee	Mar 98
Initiate process for Chapter I reimbursement, school food service reimbursement, and liaison with local school district	Admin Director & Fiscal Subcommittee.	Mar 98
Develop detailed basic training on Marva Collins teaching method, curriculum, staff policies and procedures, etc.	Training Subcommittee	Mar 98
Interview of candidates for Administrative Director	Board of Trustees	March 98
Finalize Site selection	Board of Trustees	March 98
Final selection/hire of Administrative Director	Board of Trustees	Mar-April 98
Develop plan for site development and renovations	Site Development Subcommittee	March-April 98
Interview of candidates for Business Manager, Education Director and Parent Coordinator.	Admin Dir. , Personnel Subcommittee	April 98
Initiate search for teaching staff and consultants	Admin Dir., Personnel Subcommittee.	April 98
Develop detailed outreach/recruitment/admissions plan	Outreach and Marketing Subcommittee	April/May 98
Final selection and orientation of Fiscal Manager, Education Director and Parent Coordinator	Admin. Dir., Personnel Subcommittee	May 98
Applications for teaching staff and consultants due	Admin Dir., Ed. Dir, Personnel Subcommittee	May98
Interview of above candidates	Admin Dir., Ed. Dir, Personnel Subcommittee	May 98
Develop and implement final plans for curriculum development	Ed. Dir, Education Subcommittee	May 98
Initiate fiscal plan	Business Manager	May 98
Final selection and orientation of teaching staff and consultants	Admin Dir., Ed. Dir, Personnel Subcommittee	May 98
Execute contracts with teaching staff and consultants	Admin Director	May 98
First meeting of all staff to plan summer orientation sessions	All Staff	May 98
Initiate training of teacher staff		May 98
Implement plan for family/community outreach including community meetings, public service announcements (radio, TV, newspaper), host parent receptions in community rooms of housing developments, at parent teacher organizations and other community locations.	Outreach & Marketing Subcommittee, Parent Coordinator	May-July 98
Implement plan for site development	Selected Contractors	May-July 98
Circulate applications	Admissions Subcommittee	May-July 98
Assess additional staff training needs	Ed. Director	June 98
Ongoing training sessions	Ed. Director	June-Sept 98
Initiate student interviews	Admissions Subcommittee	June 98
Selection of eligible students for admissions in September 1998	Admissions Subcommittee	June-July 98
Implement lottery if necessary	Admissions Subcommittee	June-July 98
Student, parent orientations begin	Admin. Dir., Ed. Dir. Teachers Parent Coordinator	June-July 98

Formalize lease or mortgage agreement	Admin. Dir.	July 98
Complete renovations	Selected Contractors	July 98
Obtain needed permits for occupancy	Admin. Dir.	July 98
Set up administrative and classroom space (install computer systems, telephones, office and classroom equipment, etc.)	All staff and needed specialists	July-Aug 98
Initiate home visits to incoming students	Teaching staff	August 98
Finalize School calendar	All staff	August 98
Robert M. Hughes Charter School opens		September 98

APPENDICES

RMH CHARTER SCHOOL LETTERS OF SUPPORT



Cambridge College

Graduate Programs for Working Adults

1000 Massachusetts Avenue
Cambridge, MA 02138
Phone: (617) 868-1000
Toll-free: 1-800-877-GRAD
Fax: (617) 840-3545

570 Cottage Street
Springfield, MA 01104
Phone: (413) 747-0204
Toll-free: 1-800-829-GRAD
Fax: (413) 747-0613

January 15, 1998

Ms. Norma Baker, Executive Director
Northern Educational Service, Inc.
622 State Street
Springfield, MA 01109

Dear Ms. Baker:

It is indeed a pleasure to learn of the Founding Coalition to establish The Robert M. Hughes Charter School. It is most fitting to establish a public charter school in the name of Robert M. Hughes. Mr. Hughes, the NES founder, paved the way for many of us who today serve as educators in the City of Springfield.

As you know, Cambridge College offers graduate degrees in Education, with concentrations in Teacher's Certification, Counseling Psychology or Integrated Studies, and Management. We would be most pleased to provide your staff with continuing professional development and in-service, educational opportunities.

Our state of the art computer lab is available to assist your Charter School with the necessary start-up technical assistance needed to get the Robert M. Hughes Charter School technology up and running.

We here at Cambridge College would be proud and privileged to be associated with the RMH Charter School. I am looking forward to the Secretary of Education's approval of your application. Meanwhile, best wishes for the New Year.

Sincerely,

Bryant Robinson, Jr., Ed.D.
Assistant Dean



MASSACHUSETTS SENATE
LINDA J. MELCONIAN
ASSISTANT MAJORITY LEADER

HAMPDEN DISTRICT
ROOM 320, STATE HOUSE
BOSTON 02133-1053
TEL. (617) 722-1660

DISTRICT OFFICE:
375 WALNUT STREET EXT.
AGAWAM, MA 01001
TEL. (413) 786-6033

December 29, 1997

Norma Baker, Executive Director
Northern Educational Service
611 State Street
Springfield, MA 01109

Dear Ms. Baker:

I would like to take this opportunity to express my support of the application of the Northern Educational Services, Inc.(NES) to establish and operate the Robert M. Hughes Charter School in the City of Springfield.

NES has already demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents and adults.

A charter school managed by the Robert M. Hughes Charter School Founding Coalition would be a natural outgrowth of their commitment to youth and families in the Springfield area. NES, who initiated the charter school application, is an institution with a demonstrated track record in strengthening the children and families within our communities.

I would like to reiterate my support of the Robert M. Hughes Charter School Founding Coalition's commitment to establish a program that will assist the children in our community.

With best wishes,

Sincerely,

LINDA J. MELCONIAN
Assistant Majority Leader



COMMONWEALTH OF MASSACHUSETTS
SENATE MINORITY LEADER
STATE HOUSE, BOSTON 02133-1053

SENATOR BRIAN P. LEES

January 5, 1998

ROOM 308, STATE HOUSE
TEL. (617) 722-1291
FAX (617) 722-1014

527 MAIN STREET
INDIAN ORCHARD, MA 01151
TEL. (413) 543-2167
FAX (413) 543-8500

Ms. Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, MA 01109

Dear Ms. Baker,

I am writing to express my support for the application of Northern Educational Services, Inc., to establish and operate the Robert M. Hughes charter school in Springfield, Massachusetts.

It has been a pleasure working with your organization over the years on issues affecting the educational needs of our community's children. I have consistently shared your support for the charter school concept, and I believe that your organization has demonstrated strong dedication and commitment to this cause.

I respect the quality of your services, and admire the depth of the enthusiasm you demonstrate in all your endeavors. It is a pleasure to voice my support.

If I can be of any additional assistance, please feel free to contact me.

With best wishes, I am

Sincerely,

Brian P. Lees
Minority Leader

BPL/tva

Carl W. McCargo, M.S.
67 Keith Street
Springfield, MA. 01108

December 29, 1997

Northern Educational Service, Inc.
Ms. Norma Baker, Executive Director
622 State Street
Springfield, MA. 01109

Dear Ms. Baker:

As a Northern Educational Services, Inc. Boardmember, I am writing again to pledge my wholehearted support for the establishment of **The Robert M. Hughes Charter School**. I applaud you and the Founding Coalition for your efforts to be part of a solution to the current educational needs of Springfield, Massachusetts.

I am most willing to contribute my vast experience-as a citizen, a professional counselor and as a social activist in Springfield-to the success of the Robert M. Hughes Charter School involvement. Also, I am aware of the intimate historical relationship of Northern Educational Services, Inc., with the Springfield community.

As a committed boardmember of Northern Educational Services and a concerned citizen, I am ready to make the commitment necessary for this exciting opportunity-The Robert M. Hughes Charter School.

Sincerely,


Carl W. McCargo

WRIGHT ASSOCIATES
P.O. Box 521
West Springfield, MA. 01090
(413) 781-8297 * Fax (413) 734-5048

December 30, 1997

Ms. Norma Baker, Executive Director
Northern Educational Service, Inc.
622 State Street
Springfield, MA. 01109

Dear Ms. Baker:

On behalf of the staff and board of Wright Insurance Agency, I am writing to indicate our full support of the application of the Founding Coalition to establish and operate the Robert M. Hughes Charter School in Springfield, Massachusetts.

Northern Educational Service, where the concept for the charter was developed, along with other community members and educators, has demonstrated its commitment to the Springfield through its many service programs for pre-schoolers, elementary children, pre-teens, teens; college students, families young parents (male and female) and adults.

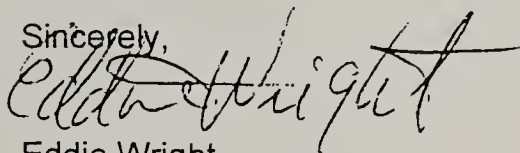
I have been very active in various organizations in the greater Springfield Area for more than 30 years; e.g. Rotary Club, Chamber of Commerce, General Agents and Managers Associations, Community Center, etc. I am prepared to offer my insurance background and to review insurance applications that may affect the Robert M. Hughes Charter School. Additionally, I will encourage the organizations that I am involved to support the Robert M. Hughes Charter.

In addition, I have had the unique opportunity to observe the operation and growth of Northern Educational Service, Inc., as I have other non-profit organizations in the area. I can say without hesitation or reservations that the Robert M. Hughes Founding Coalition is comprised of some of the most highly motivated individuals in the Springfield Community. To deny their application for a charter school would be a terrible injustice to the people and the community.

A charter school managed by the Robert M. Hughes Founding Coalition will reaffirm the community's effort and commitment to children and families in the Springfield area. Also, the Marva Collins method offers children and parents a unique and proven educational methodology.

Please let us know how we can be of further assistance in the creation of the Robert M. Hughes Charter School. This is an exciting proposed school and an exciting time for Springfield. The Charter School being proposed is a welcome and important addition to the existing educational resources in Greater Springfield.

Sincerely,



Eddie Wright
Wright Insurance Agency

MAMA NA MIMI, INC.
24 Sunnybrook Road
Springfield, MA. 01119-2210
(413) 782-0725

December 30, 1997

Northern Educational Service, Inc.
Attn: Ms. Norma Baker, Executive Director
622 State Street
Springfield, MA. 01109

Dear Ms. Baker:

Please understand that it is an honor and a privilege to be a member of the Founding Coalition for the **Robert M. Hughes Charter School**. I applaud you, Dr. Bourne and the staff of Northern Educational Services for your in depth and innovative thinking regarding the use of the Marva Collins method of teaching. Not only do I feel a school of this nature is long overdue, I also feel the use of Ms. Collins' philosophy is a must for our community school.

Having read, The Marva Collins Way, as well as viewing a number of P.B.S. television specials on this remarkable educator, I know that Ms. Collins teaching methods are the balm that will heal much of what is ailing the educational system which Springfield presently has in place.

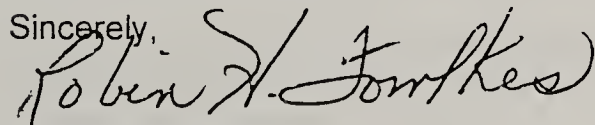
In addition to having worked for over 15 years as a commercial property and casualty insurance underwriter, I am presently a self-employed, concerned parent of two school age children.

I will be here for the school, in any capacity. More specifically, I will bring my past insurance expertise to the table, if it becomes necessary to review insurance contracts that may affect the **Robert M. Hughes Charter School**.

Presently, I am the proud owner of a design studio. We specialize in clothing and organizational logo designs. Therefore, I wish to offer the **Robert M. Hughes Charter School**, logo and uniform design (based on school specifications) and a school banner-free of charge.

If you have any questions, please feel free to contact me. Wishing you the very best of luck on this exciting endeavor.

Sincerely,



Robin H. Fowlkes
President

Mrs. Amy S. Hughes
PO Box 123
South Hadley, MA. 01075

January 3, 1998

Ms. Norma Baker, Co-Chairperson
Robert M. Hughes Charter School Founding Coalition
622 State Street
Springfield, MA. 01109

Dear Mrs. Baker:

It is with a great deal of enthusiasm and confidence that I support the Founding Coalition in its application to establish the Robert M. Hughes Charter School. I believe that this type of establishment will enrich the educational experience of the youth residing in the Springfield Area.

My enthusiasm stems, in part, from the fact that I had the privilege of seeing a dream come to fruition, when my husband founded Northern Educational Service, Inc., in 1963.

My husband, Robert Hughes, main focus was always on trying to improve the quality of life in the inner city through education. Because he was a dedicated visionary and inspired so many other committed people to embrace his dream, my husband was able to initiate important changes in the community.

I have so many fond memories of the early days at Northern Educational Service. I tutored students and helped to organize field trips of a cultural nature. I have continued to follow the activities and growth of the Agency and I commend you and your competent staff has been able to accomplish in recent years.

I am excited because of the Marva Collins Educational Model will be utilized at the Robert M. Hughes Charter School. Ms. Collins, like my husband, is a woman of great vision. I had the pleasure of hearing Ms. Collins discuss her educational methodology at Mt. Holyoke College. Although, I had read her books and was impressed by her commitment to educational excellence through discipline and innovative approaches to the learning of basic skills; listening to her in person was something I will never forget. Her vibrant personality and the promise of her message electrified the lecture hall.

I have been a professional teacher of languages for many years and have traveled extensively- with my camera always in hand; I look forward to contributing the development and implementation of the Robert M. Hughes Charter School. I believe this school will help widen the horizons of the youth living in Springfield.

A feeling of exhilaration and excitement about a more meaningful educational experience for our young people is in the air-I deeply believe that the Robert M. Hughes Charter School will make a valuable contribution to this effort.

Sincerely,

Amy S. Hughes

Amy S. Hughes



THE CITY OF SPRINGFIELD, MASSACHUSETTS

MAYOR MICHAEL J. ALBANO

December 31, 1997

Mrs. Norma Baker, Executive Director
Northern Educational Services, Inc.
611 State Street
Springfield, MA 01109

Dear Mrs. Baker:

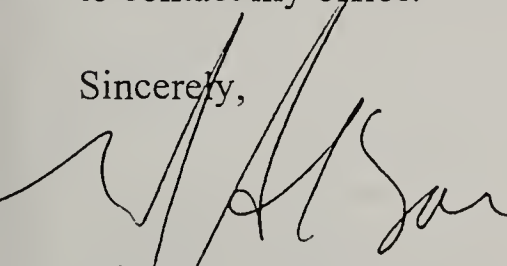
I am writing to express my full support of the application of the Founding Coalition to establish and operate the Robert M. Hughes Charter School in Springfield, Massachusetts.

Northern Educational Services, Inc. where the concept for the Charter School was developed along with other community members and educators, has already proved its commitment to the Springfield community through its many service programs for pre-schoolers, elementary school children, pre-teens, teens, college students, families, young parents and adults.

As the Mayor and Chairman of the Springfield School Committee I have found Northern Educational Services, Inc. and the Founding Coalition to be committed community partners in improving our city and the educational opportunities offered.

Again, I thank you for your continued support for education in our city. If I can be of further assistance to you in the creation of the Robert M. Hughes Charter School, please do not hesitate to contact my office.

Sincerely,



Michael J. Albano
Mayor



THE CITY OF SPRINGFIELD, MASSACHUSETTS

MAYOR MICHAEL J. ALBANO

December 31, 1997

Mrs. Norma Baker, Executive Director
Northern Educational Services, Inc.
611 State Street
Springfield, MA 01109

Dear Mrs. Baker:

I am writing to show my full support of the application of the Founding Coalition to establish and operate the Robert M. Hughes Charter School in Springfield, Massachusetts.

Northern Educational Services, Inc. where they developed the concept for the Charter School along with other community members and educators has already proved its commitment to the Springfield community through its many service programs for pre-schoolers, elementary school children, pre-teens, teens, college students, families, young parents and adults.

As a former Springfield School Committeewoman and member of the Founding Coalition I gladly offer my time and knowledge to the proposed Robert M. Hughes Charter School. If this effort is half as effective as many other educational programs, you have been associated with it will make a significant contribution to the education of the children in our city.

Therefore, I view a charter school, managed by the Founding Coalition, as a natural outgrowth of Northern Educational Services, Inc.'s commitment to youth and families in the Springfield area. In addition, I believe that the Marva Collins educational method that among other things, states that "*A good teacher makes a poor student good and a good student superior*," offers children and parents a unique and proven educational methodology. Further, I believe that this endeavor will strengthen the children and families they enroll.

I look forward to working with you and the Founding Coalition on this exciting proposed school. This is truly an exciting time for education in the city of Springfield and the Commonwealth of Massachusetts

Sincerely,

Candice E. Lopes
Education Liaison to the Mayor

Bridgett Muldrow Muhammad
186 Buckingham Street
Springfield, MA 01109

December 23, 1997

Ms. Norma Baker
Executive Director
Northern Educational Services, Inc
622 State Street
Springfield, MA 01109

Dear Ms. Baker,

My name is Bridgett Muldrow Muhammad, and I am presently working at the Northern Educational Services, Inc., as the Lead Teacher of the Pre School Program.

I wanted to write this letter of support for the submission of the Robert M. Hughes Charter School Proposal to the Secretary of Education.

I believe this Charter School will fulfil its purpose of:

1. Stimulating the development of innovative programs within public school education.
2. Providing opportunities for innovative learning and assessments.
3. Providing parents and students with greater options in choosing schools within their school districts.
4. Providing teachers with a vehicle for establishing schools with alternative methods of educational instruction and school structure and management.
5. Encouraging performance-based educational programs and
6. Holding teachers and school administrators accountable for students' educational outcomes.

In closing, I want to thank you and the rest of your staff members for writing this proposal. I will assist in any way that I can as an Educator, Volunteer, Supportive Parent who has two children waiting to be enrolled in the program as soon as the approval for this much needed chartered school is granted.

Sincerely,

Bridgett Muldrow Muhammad
Bridgett Muldrow Muhammad

December 21, 1997

Mrs. Norma Baker
Co-Chairperson
Robert M. Hughes Charter School Founding Coalition
622 State Street
Springfield, MA 01109

Dear Mrs. Baker:

This letter is in support of the application to establish the **Robert M. Hughes Charter School** in Springfield. It is an honor to be a member of the charter school's Founding Coalition. Not only have I known Robert M. Hughes for almost thirty years but over twenty-five years ago, I was an employee of the agency he founded, Northern Educational Services, Inc. (NES). I know first hand how NES assisted people in our community through tutoring, counseling and cultural enrichment.

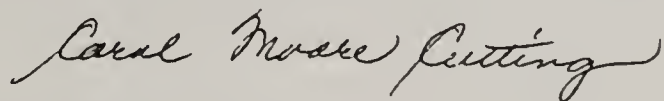
It came as no surprise to me when NES, and members of the Founding Coalition identified a community need to organize and to work toward applying for a public charter school in Springfield. The coalition is capable and competent to operate this charter school. This cadre of highly qualified and committed professionals are dedicated to maintaining very high standards and to reaching the goals set for the charter school.

There are major challenges in education today and the vision for the Robert M. Hughes Charter School (A Marva Collins Learning Center) in Springfield is a way to meet some of those educational challenges in an innovative and exciting way. The Robert M. Hughes Charter School Founding Coalition has developed and, upon approval by the Department of Education, will successfully implement plans to meet some of those educational needs in the Springfield community. By using the Marva Collins Westside Preparatory School's method as a model and by concentrating on educational basics, we feel students will be confident and eager to learn. We anticipate strong parental involvement and this is an exciting component of the model.

My undergraduate and graduate degrees are in education and combined with my work experiences, I feel I can make a contribution to the school. In addition, I have extensive experience in community organization, leadership and development. As a member of the Robert M. Hughes Charter School Founding Coalition, I am totally committed to providing expertise as an educator and to lending my professional services in strategic planning, communications, public relations and marketing to contribute to the success of the Robert M. Hughes Charter School.

The charter school will be an excellent, additional, educational resource in the Greater Springfield Community. I look forward to working with the phenomenal professional team in this exciting venture for the benefit of the students and the community.

With all sincerity,



Carol Moore Cutting



The Commonwealth of Massachusetts
Executive Office of Health and Human Services
Department of Social Services
Springfield Area Office

1537 Main Street, 4th Fl., Springfield, Massachusetts 01103

Phone: (413) 452-3200 ♦ Fax: (413) 739-5851

MARGO PAUL CELLUCCI
Governor

♦
WILLIAM D. O'LEARY
Secretary

♦
LINDA K. CARLISLE
Commissioner

♦
ARLENE SMITH
Area Director

December 26, 1997

Mrs. Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, Massachusetts 01109

Dear Mrs. Baker:

I am writing to indicate our full support of the application of the Northern Educational Services, Inc. (NES) to establish and operate the Robert M. Hughes Charter School in Springfield. NES, where the concept for the charter was developed, along with other community members and educators, has demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents (male and female) and adults.

Our support of the Charter School is also based on the long-term relationship and contractual agreements between Department of Social Services and NES. I have been pleased with the quality of services that NES has provided to our families and community over the years.

Therefore, we view a charter school, managed by the Robert M. Hughes Founding Coalition, as a natural outgrowth of their commitment to children and families in the Springfield area. In addition, we believe that the RMH Charter School, by following the Marva Collins' method which, among other things, believes that "A good teacher makes a poor student superior," offers children and parents a unique and proven educational methodology. Further, we believe that the founding coalition members have demonstrated an outstanding record of service in this community.

Please let me know how we can be of further assistance in your operation of the Robert M. Hughes Charter School. This is an exciting proposal and exciting time for Springfield. The charter school you are proposing is a welcome and important addition to the existing educational resources in the greater Springfield area.

Very truly yours,

Arlene Smith
Area Director



December 31, 1997

THE CITY OF
SPRINGFIELD, MASSACHUSETTS

Ms. Norma Baker
Northern Educational Services
622 State Street
Springfield, Ma. 01109

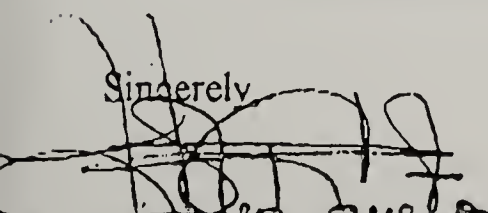
Dear Ms. Baker:

On behalf of the City of Springfield, Department of Health and Human Services, it is my pleasure to support the application of the founding coalition to establish and operate the Robert M. Hughes Charter School. Northern Educational Services Inc., where the concept for the charter was developed, along with other community members and educators, has demonstrated its commitment to the City of Springfield through its multi dimensional programs, which serve all age groups, from pre-schoolers to adults.

The fabric of the educational structure in the City of Springfield is in a fragile state, as evidenced by low achievement scores and high drop out rates, particularly among adolescents of color. The Department of Health and Human Services views a charter school managed by the Robert M. Hughes board of directors, as a natural outgrowth of their commitment to families and children, and a necessary step toward enhancing the quality of education in the City of Springfield. In addition, the Marva Collins method which believes "a good teacher makes a poor student good and a good student superior," offers parents a unique and proven educational methodology."

Further, the City of Springfield Department of Health and Human Services pledges to assist in the development and implementation of medical services, by committing our community health nursing team to the Robert M. Hughes Charter School. I look forward to working with you as you develop this wonderful educational opportunity for the children of our city.

Sincerely,


Helen R. Caulton, Commissioner
Health and Human Services



THE PUBLIC SCHOOLS of SPRINGFIELD, MASSACHUSETTS

SPRINGFIELD SCHOOL COMMITTEE
SPRINGFIELD PUBLIC SCHOOLS
POST OFFICE BOX 1410
Springfield, Massachusetts
01102-1410
787-7874

December 22, 1997

C. Khandi Bourne, Ed.D.
Charter School Proposal Coordinator
Northern Educational Services, Inc.
622 State Street
Springfield, MA 01109

Dear Dr. Bourne:

Please accept this letter as an expression of my support for the Robert M. Hughes Charter School of Northern Educational Service, Inc. (NES). NES was founded by Robert M. Hughes, a disabled Korean war veteran that used his disability pension to start this community based organization in 1963. Since then, NES has been an integral part of the City of Springfield's effort to provide educational service for inner city youth.

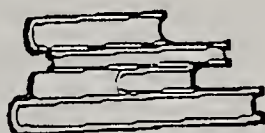
As a member of the Springfield School Committee for the past six years and as Chair of its Student Relations and Vocational Education Committees and a member of its Curriculum and Programs and Legislative and Contracts Committees, my major issues have included the high incidence of children dropping out of our schools and the quality of education for our children. I know that Charter schools are an opportunity to try out different and creative approaches to the delivery of education. I am in full support of your application for the Robert M. Hughes Charter School. I think that this proposed school and the education method that is being used would be a viable alternative to facilitate quality education for youth in kindergarten through fifth grade in the City of Springfield. The behavioral based education model that will be used in the Hughes charter school as purported by Marva Collins has been proven to affect dropout rates for urban youth. In fact, youth educated under the Collins method have been found to more often than other youth persist, excel and graduate.

As a member of the School Committee, my interest also is to enhance the Springfield School System in general. I will keep in touch with what is learned from the Robert M. Hughes Charter School so that successes from this alternative educational intervention may be appropriately transferred to our public school system.

Please let me know if I may be of further assistance on behalf of your charter school application.

Sincerely,

Robert E. McCollum
Springfield School Committee Member and
Marketing Director, Junior Achievement of
Western Massachusetts, Inc.



Prof. D. Bosley Wilder
DEPT. OF ENGLISH

INTERNATIONAL HOUSE
121 COLD HILL
GRANBY, MA 01033

HEILONGJIANG UNIVERSITY
HARBIN (PR) CHINA 150060

January 2, 1998

Ms. Norma Baker
Executive Director
Northern Educational Service, Inc.
Springfield, MA 01109

Dear Ms. Banker:

I would like to affirm my full support of the Founding Coalition to establish and operate the Robert M. Hughes Charter School in Springfield, Massachusetts. This proposed school is an important step toward further meeting the educational needs of a significant population of youngsters from pre-school to college in the Springfield area. Using the methodology of the Marva Collins Westside Preparatory School, this alternative school will indeed help to shape the education and lives of the children of the city of Springfield, adding to the continuing effectiveness of NES.

As an educator who has lectured and taught at Mount Holyoke College, the University of Massachusetts, Granby High School, and numerous academic institutions in the U.S. and abroad, and also as a journalist, I am gratified at the opportunity to be a part of a project that will serve the youth of our community in a unique and fulfilling way. I have given my promise to assist in teaching or in any way possible toward the success of a school very much needed.

Please let me know how I may be of further assistance to the realization of the Robert M. Hughes Charter School.

Sincerely,

Bosley Wilder
Professor of American Literature

D. Edward Wells Federal Credit Union

864 State Street

Springfield, Massachusetts 01109

(413) 732-0519 (413) 737-8215 FAX

December 30, 1997

Mrs. Norma Baker, Executive Director
Northern Educational Services
622 State Street
Springfield, MA 01109

Dear Ms. Baker;

On behalf of the Board of Directors and the members of the D. Edward Wells Federal Credit Union, I am writing to indicate our full support of the Founding Coalition to establish and operate the Robert M Hughes Charter School in Springfield (RMH).

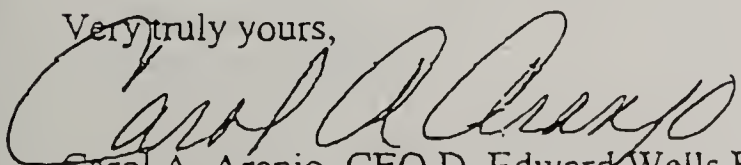
Northern Educational Service, Inc, where the concept for the charter was developed, along with other community members and educators, has demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, preteens, teens and families. The NES young parent (male and female) program, is one of the best in the state.

The Credit Union's youth programs have worked with NES in shared financial training. We are now providing financial training and savings programs in two of the Springfield schools and look forward to providing the same type of service to the Robert M Hughes proposed Charter School.

Therefore, we view a charter school, managed by the Robert M Hughes Founding Coalition, as a natural outgrowth of NES' commitment to children and families in the Springfield area. Also, we believe that the RMH Charter School, by following the Marva Collins method, offers children and parents a unique and proven educational methodology. The Founding Coalition members have demonstrated an outstanding record of service in this community.

Please let us know how we can be of further assistance in your creation of the Robert M Hughes Charter School. This is an exciting time for Springfield. The Charter School you are proposing is a welcome and needed addition to the existing educational resources in the greater Springfield area.

Very truly yours,



Carol A. Arango, CEO D. Edward Wells FCU
Chairperson, National Federation of Community
Development Credit Unions

DUNBAR COMMUNITY CENTER, INC.
33 Oak Street
Springfield, Massachusetts 01109
(413) 788-6143

December 30, 1997

Ms. Norma Baker, Executive Director
Northern Educational Service, Inc.
622 State Street
Springfield, MA. 01109

Dear Ms. Baker:

On behalf of the staff and board of The Dunbar Community Center, I am writing to indicate our full support of the application of the Founding Coalition to establish and operate the Robert M. Hughes Charter School in Springfield, Massachusetts.


Northern Educational Service, where the concept for the charter was developed; along with other community members and educators, has demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens; college students, families young parents (male and female) and adults.

Through the Dunbar Community Center after school program, youth 1-12 grade participate in athletic, cultural, recreational and educational activities that promote growth and development. We look forward to providing after-school services to students and their families from the Robert M. Hughes Charter School.

Therefore, we view a charter school, managed by the Robert M. Hughes Founding Coalition, as a natural outgrowth of NES' commitment to children and families in the Springfield area. Also, we believe that the RMH Charter School, by following the Marva Collins method, offers children and parents a unique and proven educational methodology. The Founding Coalition members have demonstrated an outstanding record of service in this community.

Please let us know how we can be of further assistance in the creation of the Robert M. Hughes Charter School. This is an exciting proposed school and an exciting time for Springfield. The Charter School being proposed is a welcome and important addition to the existing educational resources in Greater Springfield.

Sincerely,



Cherylyn Satterwhite
Executive Director

Springfield Southwest Community Health Center, Inc.

Clinical Offices: 1040-1048 Main Street, Springfield, MA 01103 • Tel.: (413) 739-1100 • TTY: (413) 739-1996 • Fax: (413) 739-1173
Admin. Offices: 1113-1115 Main Street, Springfield, MA 01103 • Tel.: (413) 731-5557 • Fax: (413) 731-9919

January 1, 1998

Ms. Norma Baker
Executive Director . . .
Northern Educational Service, Inc.
Springfield, Ma. 01109

Dear Ms. Baker:

On behalf of the staff and board of the Springfield Southwest Community Health Center(SSCHC), I am writing to express our full support of the application, which the Robert M. Hughes (RMH) Public Charter School Founding Coalition is submitting to establish the Robert M. Hughes Charter School in Springfield, Massachusetts. NES has long demonstrated a commitment to the community through its many service programs for preschoolers, elementary children, preteens, teens, college students, families, young parents (males and females) and adults.

It is for this reason that we view the NES sponsorship of the Founding Coalition for a charter school as a natural outgrowth of your experience and commitment to the education and development of children and families. We look forward to having the opportunity to conduct medical and dental screenings for your students and their families.

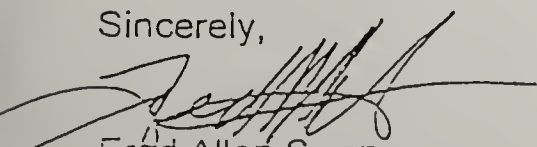
SSCHC through its Women Infants and Children's (WIC) Program and in conjunction with the Nutrition Department of the University of Massachusetts will provide (1) the services of a dietician for menu planning on a monthly basis and (2) periodic nutrition training and education sessions for teachers and parent groups.

Our services to your Charter School's students and their families represent a major part of a continuum of care of health and youth development wrap-around services; that is, services that are integrated with the RMH Charter School educational program in a manner which results in the overall developmental outcomes in children and families that we seek.

Please know that I look forward to the Secretary of Education's approval of your Coalition's Charter School Application. Its approval would represent the acknowledgement of the vision and foresight of Mr. Robert M. Hughes, who founded NES using his pension as a disabled Korean War veteran, for the uplift of inner city adolescents and children. It would also be recognition of the efficacy of African-centered philosophy of education, and educational model for Black Youth. And, finally, it would be a recognition of the NES' thirty-five years of significant impact on the education and quality of life for children in the City of Springfield.

Please let me know how I may be of further assistance in the realization of the Robert M. Hughes Charter School.

Sincerely,



Fred Allen Swan
Executive Director

December 23, 1997

Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, MA 01109

Dear Mrs. Baker:

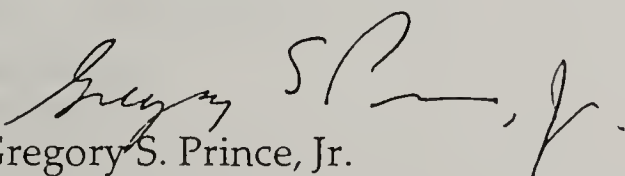
It gives me great pleasure to write in enthusiastic support of Northern Educational Services' application to establish and operate The Robert M. Hughes Charter School in Springfield. I know first-hand of NES's dedication and commitment to the children of Springfield and of its first-rate educational programs. The Hughes Charter School is a logical next step for NES to undertake.

Hampshire College has worked with NES for five years in partnership on the James Baldwin Scholars Program, which provides post-secondary and baccalaureate educational opportunities for men and women from Springfield who have participated in NES programs. Our partnership has helped the Baldwin Program grow and become strong. Hampshire College is as much a beneficiary of NES as are the students it serves directly.

You have also brought an important perspective to the table of Hampshire's national urban conferences in which civic leaders from across the country have met to discuss integrated approaches to addressing urban problems. I can say without hesitation that, through your participation in these conferences, NES has spread its influence well beyond Springfield's borders.

It is my fervent hope that Hampshire College will be asked to participate with NES as plans for the Hughes Charter School continue to develop. I am confident that faculty and undergraduates alike will want to be involved in making this promising enterprise a reality. The application has my highest endorsement.

Sincerely,


Gregory S. Prince, Jr.

GSP:ymf
97-1658



MARTIN LUTHER KING, JR. COMMUNITY CENTER

Dora D. Robinson
Executive Director

Beverly A. Holmes
President

January 5, 1998

Ms. Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State St.
Springfield, MA. 01109

Dear Ms. Baker:

On behalf of the staff and board of the Martin Luther King, Jr. Community Center (MLKCC), I am writing to indicate our full support of the application of the Founding Coalition to establish and operate the Robert M. Hughes Charter School in Springfield, Massachusetts. Again, we commend you for your ongoing commitment to address the educational needs of our youth.

Northern Educational Services (NES), where the concept for the charter was developed, along with other community members and educators, has demonstrated its commitment to Springfield through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families and young parents (male and female) and adults.

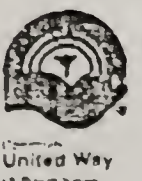
We pledge our support and commit to providing access to educational and after school programs and services on an as needed basis. We also believe that Founding Coalition of the Robert M. Hughes Charter School has established an educational model that will stimulate learning among the students.

This is an exciting proposed school and an exciting time for Springfield. The Charter School you are proposing is a welcome and important addition to the existing educational resources in greater Springfield.

Please let us know how we can be of further assistance in your creation of the Robert M. Hughes Charter School.

Sincerely,

Dora D. Robinson,
Executive Director





The Commonwealth of Massachusetts
House of Representatives
State House, Boston 02133-1054

REP. BENJAMIN SWAN
12TH HAMPDEN DISTRICT
ROOM 236, STATE HOUSE
BOSTON, MA 02133-1054

Committees on:
State Administration
Taxation

E. HENRY TWIGGS

December 22, 1997

Ms. Norma Baker, Executive Director
Northern Educational Service, Inc.
622 State Street
Springfield, MA. 01109

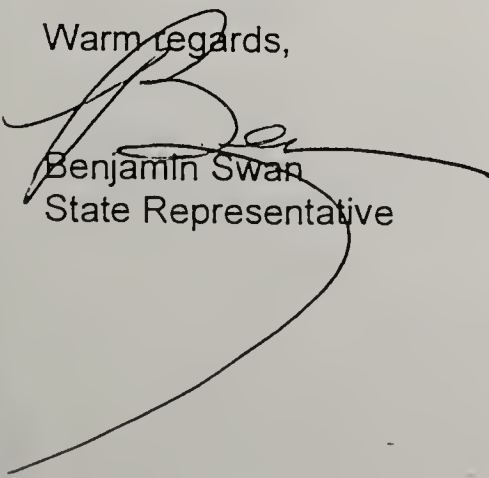
Dear Ms. Baker:

I am writing to support the application of the Founding Coalition to establish and operate the Robert M. Hughes Charter School in Springfield. I know personally about Northern Educational Service, Inc.'s history, demonstrated commitment and services to Springfield's pre-schoolers, elementary, middle school, high school and college students; as well as families, young parents and adults. And the personal character and commitment to educational excellence of those individuals active in the Founding Coalition.

As an elected official, I have identified youth development as a top priority. To develop intervention strategies to reduce school dropout, enhance academic achievement, and lessen anti-social behavior. The possibility of the Robert M. Hughes Founding Coalition establishing a charter school, which will utilize the Marva Collins method, offers the greatest educational news yet. The potential benefits such a school would offer are at present unmeasurable, and could serve as the beacon Springfield needs.

It is with high enthusiasm that I offer my support to your proposal. Please let me know how my office can assist in the creation of the Robert M. Hughes Charter School. Incidentally, you could not have elected a more noble person in honor of whom to name your school. And I look forward to the possibility of working with your future students.

Warm regards,


Benjamin Swan
State Representative

PAUL A. RADER
GENERAL

LT. RICHARD J. STARKEY
CORPS OFFICER



RONALD G. IRWIN
TERRITORIAL COMMANDER

MAJOR RICHARD L. BOSH
HAMPDEN COUNTY COORDINATOR

THE SALVATION ARMY

FOUNDED IN 1865 BY WILLIAM BOOTH

SPRINGFIELD CITADEL CORPS

POST OFFICE BOX 971
170 PEARL STREET
SPRINGFIELD, MASSACHUSETTS 01101
TELEPHONE (413) 733-1518

January 5, 1998

Ms. Norma Baker, Executive Dir.
Northern Educational Service, Inc.
622 State St.
Springfield, Mass. 01109

Dear Ms. Baker:

On behalf of the staff and board of The Salvation Army, I am writing to indicate our full support of the application of the Founding Coalition to establish and operate the Robert M. Hughes Charter School in Springfield, Massachusetts.

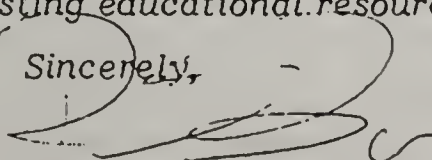
Northern Educational Service, where the concept for the charter was developed, along with other community members and educators, has demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens; college students, families, young parents (male and female) and adults.

The Salvation Army is dedicated to maximizing the potential of the youth and adults by providing social, recreational, educational, informational, cultural and health related programs and activities. The Salvation Army, in collaboration with Northern Educational Services, is in the process of organizing a Likeskills Educational Program for youth ages 8 through 14 years. The goal of the program is to help socially and economically disadvantaged youth take charge of their own lives by fostering self-respect; knowledge about their physical, social, economic and emotional needs.

Therefore, we view a charter school, managed by the Robert M. Hughes Founding Coalition, as a natural outgrowth of NES' commitment to children and families in the Springfield area. Also, we believe that the RMH Charter School, by following the Marva Collins method, offers children and parents a unique and proven educational methodology. The Founding Coalition members have demonstrated an outstanding record of service in this community.

Please let us know how we can be of further assistance in the creation of the Robert M. Hughes Charter School. This is an exciting proposed school and an exciting time for Springfield. The Charter School being proposed is a welcome and important addition to the existing educational resources in Greater Springfield.

Sincerely,


Richard L. Bosh, Major
HAMPDEN COUNTY COORDINATOR

MEMBER AGENCY
UNITED WAY OF
HAMPDEN VALLEY





263 Alden Street
Springfield, MA 01109-3797
(413) 748-3241
FAX: (413) 748-3746

OFFICE OF THE PRESIDENT

December 22, 1997

Mrs. Norma Baker
Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, Massachusetts 01109

Dear Mrs. Baker:

On behalf of Springfield College, I am writing to indicate our support of the application of the Northern Educational Services, Inc. (NES) to establish and operate The Robert M. Hughes Charter School in Springfield. NES has already demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents (male and female), and adults.

The Mission of Springfield College is to educate students in spirit, mind, and body for leadership in service to humanity. . . . We are, in part, attempting to accomplish this mission by reaching out to our own neighborhood, a community of men, women, and children who could benefit from our academic resources. We have developed partnerships with our students and several elementary, middle, and secondary schools in Springfield. We collaborate with the local YMCA and other community service organizations in the health care, human services, and recreation areas; and we are working with the local Neighborhood Councils to assist them in evolving into more effective community organizations.

Springfield College is emphasizing collaboration with NES and a broad array of educational initiatives so important for our youth. Collaborations that engender more educational options for our diverse learning populations would reach and benefit a broader spectrum of the youth of our community and our society, in general.

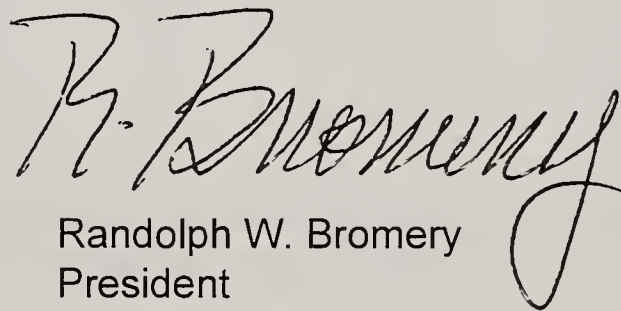
Therefore, we view a charter school, managed by NES, as a natural outgrowth of their commitment to children and families in the Springfield area. In addition, we believe that NES, by following the Marva Collins method which, among other things, believes that "A good teacher makes a poor student good and a good student superior", offers children and parents a unique and proven educational methodology. Further, we believe that NES, an institution with a proven track record, will in this endeavor strengthen the children and families they enroll.

December 22, 1997

Page 2

Please let us know how we can be of further assistance in your creation of The Robert M. Hughes Charter School. This is an exciting proposal and an exciting time for Springfield. The charter school you are proposing is a welcome and important addition to the existing educational resources in the Greater Springfield area.

Sincerely,

A handwritten signature in cursive script, reading "R. Bromery". The signature is written in black ink and is positioned above the printed name and title.

Randolph W. Bromery
President

RWB/elf



January 5, 1998

Ms. Norma Baker, Executive Director
Northern Educational Services, Inc.
622 State Street
Springfield, Mass. 01109

Dear Ms. Baker: *Norma*

I am writing to indicate our full support of the application of the Founding Coalition to establish and operate the Robert M. Hughes Charter School in Springfield, Massachusetts.

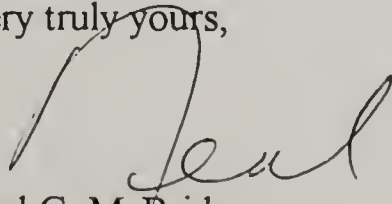
Northern Educational Service, where the concept for the charter was developed, along with other community members and educators, has demonstrated its commitment to the Springfield community through its many service programs for pre-schoolers, elementary children, pre-teens, teens, college students, families, young parents (male and female) and adults.

We know of the long and distinguished history of dedicated service which NES has provided to this community. We commend the Board and staff of Northern Educational Services and the RMH Founding Coalition and are pleased to lend our support to this charter school application.

Therefore, we view a charter school, managed by the Robert M. Hughes Founding Coalition, as a natural outgrowth of NES' commitment to children and families in the Springfield area. Also, we believe the the RHM Charter School by following the Marva Collins method, offers children and parents a unique and proven educational methodology. The Founding Coalition members have demonstrated an outstanding record of service in this community.

Please let us know how we can be of further assistance in the creation of the Robert M. Hughes Charter School. This is an exciting proposed school and an exciting time for Springfield, The charter school being proposed is a welcome and important addition to the existing educational resources in Greater Springfield.

Very truly yours,


Neal G. McBride
Vice President

SUMMARY OF ACADEMIC OBJECTIVES

SUMMARY OF ACADEMIC OBJECTIVES

Subject	Grade Level	Objective
Mathematics	First Grade	By the end of the school year students will demonstrate the following: find and record specific numbers; and use the numbers in addition, subtraction, multiplication, and division
Language Arts	First Grade	By the end of the school year students will demonstrate the following: effective listening skills as evidenced by student performance when instructed to listen to a short presentation comprising 3 major points and give an oral recitation of the major points presented.
Social Studies	Third Grade	By the end of the school year students will demonstrate the following: using classroom materials, the library, and family and community resources, research and write a five page paper on their ethnic group, or on an ethnic group of their choice.
Mathematics	Third Grade	By the end of the school year students will demonstrate the following: draw and identify pictures that represent fractions; and give at least three examples of the use of fractions in their lives and at school.
Mathematics	Fifth Grade	By the end of the school year students will be able to demonstrate the following: perform metric conversions on liquid and dry measurements, and discuss how the metric system has affected their lives, and how area businesses perform. Learners will be asked to observe and make a list of the places where a metric conversion has been made. Learners will then construct a bulletin board showing the variety of conversions.

GOVERNANCE REVIEW PROTOCOL

5. *Governing Board Responsibilities*

The governing board is legally charged with ultimate responsibility for the RMH school's operations. In general, board responsibilities can be divided into the following six functional areas:

- Establishing goals and objectives (strategic planning – financial stability)
- Selecting and evaluating the Administrative Director
- Representing the RMH School in the community
- Establishing and monitoring policy; (operations, personnel, fiscal)
- Monitoring and evaluating RMH School's performance
- Monitoring and evaluating board performance

In the performance of all of these duties, the board should monitor compliance with applicable Federal, state, and local laws and regulations. Appropriate changes should be made immediately, when needed, to reflect changes in these laws and regulations.

6. *Sample Board Members Position Description*

DUTIES AND RESPONSIBILITIES OF INDIVIDUAL BOARD MEMBERS

1. To put the interests of the RMH Public Charter School above any personal or other business interest.
2. To maintain the confidentiality of board information
3. To serve on at least one board committee
4. To attend board committee meetings regularly
5. To review information provided to the board
6. To exercise reasonable business judgement in the conduct of board business
7. To participate actively in board issues by critiquing reports and providing innovative resolutions to problems.

REQUIRED KNOWLEDGE AND SKILLS OF INDIVIDUAL BOARD MEMBERS

1. Ability to read and understand standard financial statements
2. Understanding of the concept and operation of MA Public Charter Schools
3. Training and/or experience in one or more of the following areas:
 - a. management;
 - b. education (e.g., administration, teaching, counseling, policy development, evaluation)
 - c. law
 - d. financial management
 - e. marketing / public relations
 - f. employee relations
 - g. personnel management
 - h. community affairs; and
 - i. educational services delivery.

OTHER

1. Board members are held monthly and last approximately two hours.

